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Induction of Newly Qualified Teachers in the Seychelles: Professional and Organisational Dimensions

By

Sherley B. Marie

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Declaration

This thesis is entirely my own original work and no part of it has been published previously. Neither has it been submitted for a degree at another university.

Abstract

This thesis presents the findings from exploratory research on the induction of newly qualified teachers (NQTs) in Seychelles. The Seychelles education system has no formal policy or framework for the induction of NQTs. The research aimed at discovering if and how NQTs were inducted and supported during their first years of teaching. The management and implementation of induction were examined and NQTs' perceptions of their induction experiences were sought, thus bringing to light their socialisation process within their institution.

The research is significant as it is the first major study of induction and mentoring in both primary and secondary schools in the country, targeting a cohort of new teachers. It explored the issue of induction and mentoring holistically by using mixed methods. The NQTs' perceptions of their induction and subsequent mentoring were obtained through a survey questionnaire. In addition, key officials and policy makers in the Ministry of Education were interviewed, to ascertain their intentions and expectations of new teacher induction. Finally, three case studies (two in primary schools and one in a secondary school) were carried out, enabling the researcher to explore the induction and mentoring practices in these schools in depth.

The findings revealed that induction in the Seychelles is incidental, lasting for about a week. The head teachers play a pivotal role in welcoming new teachers only and the subject leaders play the dual role of mentors and assessors. The induction process is not successful because school leaders lack the expertise to design, implement and evaluate their induction programmes. Hence, this research leads to a proposal for an induction model with implications for policy development and with a recommendation for a decentralised induction process which will cater for, the socialisation, the improved competence and the continued professional development of novice teachers.

Abbreviations used

| | |
|------|-------------------------------------|
| B.Ed | Bachelor of Education |
| CPD | Continuing Professional Development |
| DG | Director General |
| DHC | Deputy Head for Curriculum |
| DHP | Deputy Head for Pastoral |
| EC | Early Childhood Coordinator |
| EDST | Educational Studies |
| GES | Ghana Education Service |
| HoD | Head of Department |
| HRD | Human Resources Development |
| ITE | Initial Teacher Education |
| ITT | Initial Teacher Training |
| MA | Masters of Arts |
| MBA | Masters in Business Administration |
| MoE | Ministry of Education |
| NIE | National Institute of Education |
| NIP | National Institute of Pedagogy |
| NQTs | Newly Qualified Teachers |

| | |
|--------|--|
| NSWDET | New South Wales Department of Education and Training |
| PD | Professional Development |
| PGCE | Post Graduate Certificate in Education |
| PIE | Partners in Education |
| PTA | Parent Teacher Association |
| QA | Quality Assurance |
| SEN | Special Educational Needs |
| SIDS | Small Island Developing States |
| SIP | School Improvement Project |
| SMT | Senior Management Team |
| UK | United Kingdom |
| UniSey | University of Seychelles |
| US | United States |
| USA | United States of America |

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CHAPTER ONE: BACKGROUND AND CONTEXT

Introduction

Students wishing to become teachers in the Seychelles can do so through the one and only teacher training institution in the Seychelles which provides both initial and in-service teacher training; the National Institute of Education (NIE). This is as a post secondary institution and most students entering this institution come directly from secondary five (the last year of secondary school). They are generally 17 years old and they follow a four-year primary course, to qualify as a generalist teacher in primary early childhood or upper primary, (Primary 3 to 6). In addition, those joining the secondary course at the NIE, do so after following a two-year Advanced Level course, at the Seychelles Polytechnic; another post secondary institution. The secondary course offers a two-year specialist training in subjects such as English, French, Mathematics, Science, Personal and Social Education, History and Geography (as a joint course). A director and two assistant directors, one for studies and the other one for curriculum development head the National Institute of Education. It offers additional courses in the following fields:

- PGCE for post secondary lecturers holding a BA or more (part time basis)
- Advanced Diploma in Educational Leadership for school managers (part time basis)
- MA in Educational Leadership in partnership with the University of Warwick.

My main interest as a person and lecturer lies in the field of teacher training especially to find out what happens after these trainees complete their training and are sent to schools where they undergo a three month probationary period before they graduate.

I focused my area of research on induction. According to Coleman (1997:155): ‘An entrant to any new job goes through an induction process of learning about the job, about his or her new colleagues and about the ‘culture’ of the place of work.’ The concept of induction nowadays is regarded as important in most schools because teaching as a profession has evolved and thus new teachers face a lot of problems in their first year of teaching in the Seychelles; thus a proper induction time and programme is a necessity in order to retain them. Hence this research will try out to find out what type of programme is being used by the schools.

Theoretical Context

Induction and mentoring are two concepts which are given a lot of attention in education, notably in respect of newly qualified teachers. Education is seen as a means of developing a skilled workforce, thus facilitating economic growth. Hence, training and retaining teachers will help ensure that quality education prevails. This section provides an insight into the theoretical underpinning of induction and mentoring.

Induction and mentoring

There is extensive international literature on induction and mentoring. They have been found to be beneficial as a means of providing support to newly qualified teachers (NQTs), both formally or informally (Totterdell, Woodruff, Bubb, Daly and Smart, 2004; Wong, Britton and Ganser, 2005; Britton, Raizen, Paine, Huntley, 2006; Tickle, 2000 and Coleman, 1997). Furthermore, Britton et al. (2006) argue that educational authorities in the US and abroad: ‘are recognizing the wastefulness of leaving new teachers to sink or swim, because large numbers of teachers who embark on this career sink’ (p.2).

The literature reveals that many countries, while reviewing their teacher training programmes, are taking the issue of induction seriously by

introducing formal induction and mentoring programmes for their newly qualified teachers. Many countries have adopted induction programmes and adapted them to their cultural context. Wong et al.'s (2005) summary of the induction programmes for Science and Mathematics teachers in five countries contains some interesting perceptions of how new teachers are inducted. Research carried out in countries in Europe reveals that new teachers are seen as professionals, for example in Switzerland, or as someone still going through formation (France). There is a common view that new teachers need to be supported and developed professionally. On the other hand, in Asian countries such as China and Japan, teaching is viewed as a public activity and collaborative practices and learning situations prevail as veteran teachers feel it is their responsibility to ensure that new teachers are successful. Britton, et al. (2006) pointed out that induction programmes in some states in the USA are being reviewed and they note that there is no equity in the funding and components of these programmes.

Countries in Europe, such as England and Scotland, and in Australia (New South Wales), have introduced centrally coordinated induction programmes aimed at providing equity in the support and professional development of their new teachers (Jones, 2002; Draper et al. 2004; McCormack and Thomas. 2003). Literature also reveals that new teachers come to school with some set perceptions or beliefs of their headteachers (Bodycott, Walker

and Chi Kin, 2001). These perceptions may have implications for their integration and socialisation in the profession. Hung Cheng and Chee Pang (1997:195) argue that, compared to other professionals; new teachers experience a more difficult transition as: ‘they are expected to be fully functioning professionals even in their first year’. They studied the achievement of teaching intentions and changes in teaching beliefs of certified secondary teachers in Hong Kong and one of their recommendations stipulates that induction should:

serve as a linkage between ... [the] initial training stage and in-service stage.

In order to maintain the quality of teaching, it is crucial that new teachers maintain their teaching intentions and teaching beliefs at this early stage.

(Hung Cheng and Chee Pang, 1997:201)

Thus, the socialisation of new teachers is crucial to their retention in the profession and a culture of: ‘teacher collaboration (is) a key factor in fostering teacher and school development’ (Flores, 2004:300). International research (Arends, 1994; Jones, 2002; Mc Cormack and Thomas, 2003; Bezzina, 2005; Tillman, 2005; Angelle, 2006) shows that new teachers face certain difficulties, for example, in classroom management, ineffective instructional practices, feeling isolated and when relating to parents. Hence, induction provides these teachers with essential support needed in order to teach effectively. Where support was provided, most new teachers remained in their jobs after the induction year (Jones,

2002; Basit and Mc Namara, 2004; Draper et al. 2004; Mc Cormack and Thomas, 2003; Wood, 2005).

Inducting and mentoring of NQTs is important. New teachers may lack the expertise to teach and cope with other duties within schools, but they too may be considered: ‘as an enviable resource of intellectual capability, able to significantly help to transform education and to meet its unforeseen challenges’ (Tickle, 2000:2). These teachers acquire teaching skills on a trial and error basis and gain experience through reflection on their successes and failures (Renard, 2003). In addition, induction may be viewed to be part of a continuum starting with the recruitment of teachers, their training, and appointment, how their progress is sustained and supported, to their appraisal and continued professional development (Totterdell et al. 2004; Britton et al. 2006). Furthermore, Olebe (2005:159) argues that:

Induction requires the many who work far from the classroom to reconsider what it means to learn to teach and to continue to teach, as well as individualized support to beginning teachers.

This statement reiterates the fact that the learning continuum of a teacher continues. Even the expert teacher, as an inductor, learns to review his/her practices and become sensitive to the fact that people learn at different rates and in different ways. Hence, the argument that induction is not mentoring though it may lead to it (Olebe, 2005).

What is induction?

There are many overlapping definitions. Among others, induction has been defined as:

- ‘The process of learning about the job, about ... colleagues and about the ‘culture’ of the place of work’ (Coleman, 1997:155)
- ‘a specific stage or phase in teacher development: ...[as] It involves the socialisation into the school and the profession’ (Totterdell et al. (2004: 3)
- ‘a highly organised and comprehensive staff development, involving many people and components, that typically continues as a process for the first two to five years of a teacher’s career’ (Wong et al. 2005:379).

These definitions explain that induction is a continuous process, which contributes significantly to an NQT’s career, from pre-service to becoming an expert in teaching.

What is mentoring?

‘Mentoring is a multi-faceted concept, incorporating personal support and the more rigorous notion of professional development leading to enhanced

competence' (Bush, Coleman, Wall and West-Burnham, 1996:121). Bush et al.'s (1996) definition suggests that the concept of mentoring may be interpreted in a variety of ways. Wong et al. (2005:379), for example, define mentoring as: 'a component of the induction process'. Further, McIntyre and Hagger (1996:146) argue that:

There also seems to be widespread, although not universal, agreement that in educational contexts mentoring means both providing constructive and critical advice and challenging practices and preconceptions.

Finally, Anderson and Lucasse Shannon (1995) in reference to Homer's poem, *The Odyssey*, stipulate that mentoring is an intentional, nurturing, insightful, supportive and protective process where the mentor guides his/her mentee to grow and develop to full maturity.

These definitions show that both notions play a major role in supporting and potentially retaining newly qualified teachers in the profession. A fuller discussion of these concepts appears in chapter two.

The National Context of the Study: The Seychelles

The research undertaken was carried out in the Seychelles. This section will provide a brief overview of the country's historical, socio- political, economic and educational background.

Socio-economic setting

The Seychelles is an archipelago made up of 115 islands, lying 4° south of the Equator and 56° east of the Greenwich Meridian, North West of Madagascar in the Western Indian Ocean. According to the 2002 census, the total resident population is 82,500; 40,700 males and 41,800 females (MISD, 2005: 7). The population is relatively young with the median age being 29 years. The population of the Seychelles is mostly distributed on two main islands; Mahe (72,100) and Praslin (7,200). The remaining residents (3200) are located on La Digue and the Outer islands. Its inhabitants are a blend of African, European and Asian people.

There are three official languages spoken; English, French and Seychellois Kreol. Kreol is spelt with a 'K' as it is a language and not a patois. The majority of the people speak Kreol at home.

The main religions practiced are Roman Catholicism and Anglicanism, but other religions and religious sects co-exist in harmony. The Seychelles economy is made up mostly of tourism, agriculture and fisheries. Due to its size, topography and remoteness, the Seychelles consumes more than it produces and hence it imports most of its basic products.

Political history

Mahe, the main island of the Seychelles, was sighted and charted by the Portuguese in the 16th century. However, the British carried out the first well-documented survey of the group of islands in 1609 and Lazare Picault in 1741 (Seychelles Archives, Reference, D/19.13). The first settlers, who were French, arrived with their African slaves in 1770.

The Seychelles started off as a French colony and in 1811 the British took over. In 1976, the Seychelles became a Republic but remained within the Commonwealth. It became a one party socialist state as a result of a coup d'état on the 5th of June 1977. This status remained up to 1993 when a new constitution was approved and a multi-party philosophy was re-adopted. Currently, there are two major political parties in the country (Shillington, 2009).

The two colonial powers both influenced the educational system of the Seychelles as portrayed in the historical overview below.

Historical overview of the educational system

The first details of schools in the Seychelles were available in 1876 (Stone, 1977). Catholic priests, supported by the nuns of St Joseph de Cluny,

founded a girls' school in 1861 and the French Christian brothers founded a boys' school in 1867 (Shillington, 2009). The St Joseph Convent offered primary education initially, and secondary education was later offered in 1904. The St Louis College was run by the Marist Brothers opened in 1884 and offered both primary and secondary education. Both schools had two types of classes; the fee-paying and the free ones (Shillington, 2009). According to the Education Department report of 1965-67, the first school in Victoria was opened in 1839 by a Mr and Mrs Clark, representing the Mico Charity Society, an Anglican organisation (Seychelles Archives, Reference, D/19.13). In 1851, the first Roman Catholic school was opened in Victoria by Father Leon des Avanchers. By 1856, the Roman Catholic Mission had opened several schools on Mahe, Praslin and La Digue.

In 1890, after buying the St Paul's Anglican School the previous year, the government opened a non-denominational English medium primary school re-named Victoria School which offered free education from year one to four but charged a small fee for the later years (Shillington, 2009). Shillington's research on the history of the Seychelles revealed that English was ruled as the official language of Administration in 1841. Thus the first Governor and administrator of that time, Ernest Sweet-Escot, whose belief that Seychellois children were not mastering the French language effectively due to its close relation to Kreol, ruled that English will become the language of instruction.

A major change in the education system came about in the mid 1900s.

Between 1944 and 1949, legislation was passed which gave the Government the responsibility for public education, and English became the medium of instruction with the concurrence of the Roman Catholic and Church of England Missions. A Ten Year Development Plan for Education was drawn up in 1945.

(Seychelles Archives, Reference; D/19.13: 3-4).

In 1945, it was estimated that between 50 to 60 per cent of children between 6 and 15 years of age were receiving schooling (Op cit). Shillington (2009) indicated that a plan was drawn up in 1946 by a British educationist W.W.E Gilles who was appointed Director of Education in 1944. This plan enabled 80% of children to receive free primary and some another four years of secondary education. Through the government grant that provided free schooling, the British colonial administration gradually took control of the curriculum and organisation of schools (Purvis, 2004). This also brought about further developments in education where the government and the church upgraded existing schools, and teachers were chosen according to their ability to teach rather than their devotion to the catholic faith as had been the case.

In 1945: '[a]n interim scheme for the training of teachers was adopted with the opening of a teacher training centre ... [This institution provided] short in-service courses ... to serving teachers during term time and vacations'

(Op cit: 4). This led to developments in terms of improving teachers' salary and resources. In 1959, a new Teacher Training College was opened on a part- time basis in June and full time in October with the arrival of a

principal seconded from the staff of the Strawberry Hill Training College in London (Op cit: 7). Two types of courses were run at the same time; a one-year course for experienced unqualified teachers and a two year course for school – certificate students (Shillington, 2009). By 1974, the Teacher Training College began to offer three-year professional training for teachers whereby the students were mostly from Form IV and where not qualified for the sixth form (Shillington, 2009). The development of the Seychelles Education System accelerated at that point with more schools being built, leading to the introduction of government and private schools. This remained the status quo until Seychelles became an independent state in 1976.

1977 to 1999

Changes in the Education system brought about after The Liberation Revolution in 1977 focused on providing equality in educational opportunities: ‘Education is viewed as the first priority within the country’s National Development Programme’ (Ministry of Education, 1999: 5). This began by the establishment of three major policy principles; ‘Education for all’, which aimed at providing equity in educational opportunities; ‘Education for life’, aiming at providing all citizens with opportunities to learn even after post –secondary schooling, and ‘Education for personal and national development’, where education aimed at developing a person to

his/her full human potential. The Ministry of Education was given substantial finance to carry forward these principles. This brought about the abolition of fee paying or private schools and all parents had to send their children to schools in their residential zones (Ministry of Education, 1999). During that period a comprehensive model of schooling with a centrally planned curriculum came in existence (Purvis, 2004).

The central education authority became the Ministry of Education and Culture and later the Ministry of Education and Youth. This led to the Education Act 1993, which stated that each Seychellois child has to attend nine years of compulsory schooling, later extended to 10 years (Khosa et al. 2003). This policy led to more children attending school, thus the government renovated existing schools and built new ones (Op cit).

Table 1.1 shows how the number of schools has changed over the 30-year period since independence. The statistics include all schools from crèche to post secondary, including the private sector.

| 1976 | 1987 | 1998 | 2006 |
|-------------|-------------|-------------|-------------|
| 56 | 78 | 78 | 80 |

TABLE 1.1: Numbers of schools 1976-2006 (Ministry of Education 1999; 2 Education Planning Division 2006)

Before 1999, schools catered for both primary and secondary children. In 1992, the primary schools were reduced to six academic years and regional secondary schools were built. This led to four major regional secondary

schools being established, keeping only one integrated school on La Digue Island. This led to an improvement in the pupil teacher ratio. Table 1.2 indicates the pupil teacher ratio from 2001- 2005.

| Institution | 2001 | 2002 | 2003 | 2004 | 2005 |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| Crèche | 14:1 | 14:1 | 15:1 | 14:1 | 15:1 |
| Primary | 14:1 | 14:1 | 14:1 | 14:1 | 14:1 |
| Secondary | 14:1 | 14:1 | 14:1 | 15:1 | 13:1 |

TABLE 1.2: Pupil/Teacher Ratio, 2001-2005 (Education Planning Division 2006:6)

Reforms and development in the education system continued throughout the period from 1981 to 1999 (see Table 1.3 (a) and Table 1.3 (b).

| YEAR | TYPE OF REFORM | REMARKS |
|-------------|--|--|
| 1981 | Introduction of the National Youth Service | A residential youth village with campuses on Mahe (phased out in 1999) |
| 1981 | Introduction of adult literacy programmes in all districts for citizens who had not had the chance to learn to read and write. | This is still continuing, with a division in the Ministry responsible for it. This has now evolved to providing distance education through the internet. According to the 2002 census, the literacy rate of the Seychelles people rests at 96% for both sexes (MISD, 2005) |
| 1982 | Introduction of Kreol as the medium of instruction in Primary One | Kreol is the language spoken by all Seychellois |
| 1983 (a) | Introduction of the Seychelles Polytechnic | It was a post-secondary institution catering for both academic and vocational subjects. The structure of the Polytechnic has evolved through the years. Vocational subjects are now grouped in separate schools. The polytechnic has linkages with the University of Manchester. |

TABLE 1.3: Major education reforms in the Seychelles from 1981-1983(a)

| YEAR | TYPE OF REFORM | REMARKS |
|-------------|--|---|
| 1983 (b) | Introduction of the National Institute of Pedagogy NIP | Had the mandate to develop all the educational programmes of the country and to provide pre-service and in service training of teachers. |
| 1986 | Introduction of the National Audio- Visual Centre | Had the mandate to produce materials for all schools in collaboration with NIP. |
| 1992 | Re-introduction of private schools | This came about with the re-introduction of the multi-party philosophy, hence providing alternatives for those who did not wish to attend state primary and secondary institutions. |
| 1999 | Re-organisation of primary and secondary school years | The introduction of regional secondary schools. |
| | National Institute of Education | Has the mandate of providing pre-service and in service teacher training at the National Diploma Part 2 level. |

TABLE 1.3.1: Major education reforms in the Seychelles from 1983 (b) - 1999

1999 to date

Changes in the Seychelles education system have been ongoing. These changes were introduced to fulfil all the principles and the changing needs of the nation. This is reflected in the Ministry of Education and Youth (2003) policy statement, which is:

to build a coherent and comprehensive system of quality education and training, reflecting shared universal and national values, which will promote the integrated development of the person and empower him/her to participate fully in social and economic development (Ministry of Education and Youth, 2003:5).

This mission then expands into seven principles; Equity, Quality, Accountability, Education for Empowerment, Education for Productivity, Education for Social Cohesion and Education for Global Participation.

Equity

This ensures: ‘equality of access to schools and to programmes of education and training’. (Op cit: 7)

Quality

This will be achieved through: ‘a cadre of professionals who are not only competent, but also able to look critically at their own practice’. (Op cit: 8)

Accountability

This will come:

...through the development of a culture of self- evaluation, planning and target setting which will permeate all educational institutions and sections of the Ministry ...(Op cit: 10)

Education for Empowerment

These principles are governed by the need for relevance in all education and training programmes, thus preparing young people to deal confidently with any situations arising in their lives and to instil the need to pursue life-long learning (Ministry of Education and Youth, 2003)

Education for Productivity

This aims at getting all the people of the Seychelles to achieve their highest level of competence and being resourceful in order to adapt to changes in their working environment (Op cit).

Education for Social Concern

This principle aims at helping: ‘the young person to mould a distinctive identity which combines tradition with that critical openness to change and to the wider world’ (Op cit: 15).

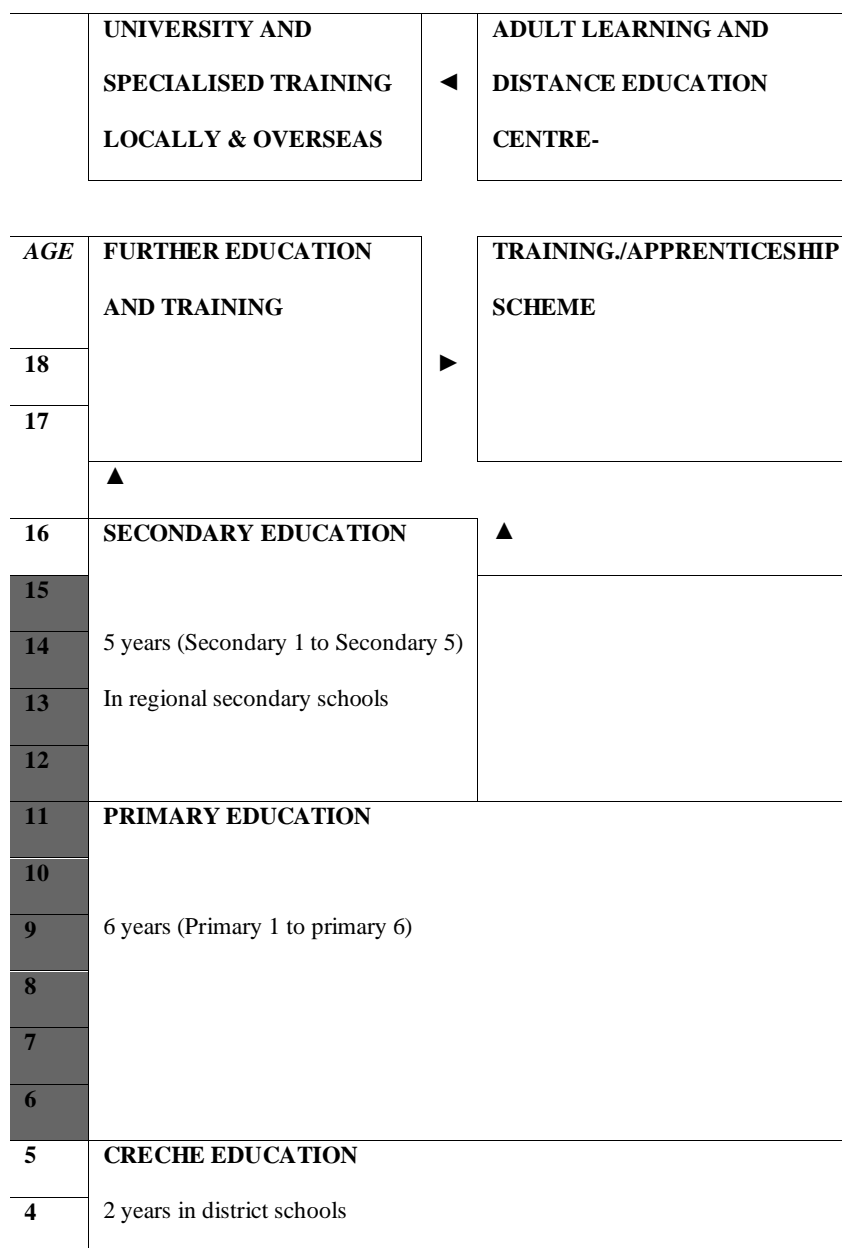
Education for Global participation

This principle aims at realising:
the twin achievements of world peace and sustainable development
...through an education which promotes [the country’s] tradition as a society sensitive to environmental issues and committed to policies emphasizing the social /human aspects of development
(Op cit: 17).

The Seychelles education system is highly centralised but it has gone through numerous reforms in an attempt to provide equal educational opportunities to its citizens as outlined in its policy statements.


The education system

The education system caters for all levels of education, from pre-school or crèche levels up to post secondary institutions. Figure 1.1 illustrates the structure of the Seychelles education system.



(Adapted from Purvis, 2004:47)

FIGURE 1.1 Structure of the education system

Key:  = Compulsory years of schooling

The Ministry of Education policy statements govern the education system. The various schools starting from non-formal to post secondary institutions are governed by explicit goals of education.

Pre-school

Pre school education is not compulsory but available free of charge and children from 3 years and 4 months to 5 years attend crèche for two years. 2,823 children are attending crèche in 2006 (Education Planning Division, 2006:9). The goals of education at this stage of school life stipulate that the child is an agent of his/her own learning. The teacher's role is to organize learning activities in such a way that the child will learn through play, interact actively with peers, have the chance to manipulate objects in situations which will be structured and controlled. At this stage, the parents are encouraged to collaborate closely with the school. The use of the mother tongue enables the child to adapt to school smoothly thus: 'no child is at a disadvantage in using the language as a tool for formal learning' (Ministry of Education; 2003:23). There are 33 crèches and most are located close to district primary schools and are run by these schools' management teams. There are 31 private day-care centres that cater for children aged 2 months to 5 years.

Primary Education

Primary education is compulsory for all children aged from 5 years to 11½ years and children have to attend schools in their districts due to a zoning policy set in place by the government. Currently, there are 23 government primary schools with four of them located on the three inner islands (Praslin, La Digue and Silhouette). There are also three privately owned and run schools offering both primary and secondary education, based on Mahe Island. 93% of children attend government schools and the remaining 7% attend private schools. The primary schools range in size from one class per year to six classes. The goals of the primary education stipulate that the child should gain a love of learning and confidence in his/her ability to learn. The assessment practices will provide feedback to the learner so that his/her progress will be monitored frequently. Thus, the Curriculum emphasises: ‘the process and skills development over the mere acquisition of information, and provide ample opportunities for the child to learn through experience and practical examination’ (Ministry of Education, 2003:24).

Management structures of primary schools

Primary schools are run by their respective head teachers. Other members of the management team comprise of the administrative officer, a representative of the parent-teachers' association (PTA), the counsellor and the studies coordinators or subject leaders. In small schools with one or two groups per level, there are two studies coordinators, one for each level, and they monitor curriculum implementation in all subjects. In large primary schools, there are subject leaders instead of studies coordinators. These subject leaders coordinate a cluster of subjects. In languages, for example, they monitor the curriculum implementation of English, French and Kreol.

Figure 1.2 shows the location of primary schools in the Seychelles.

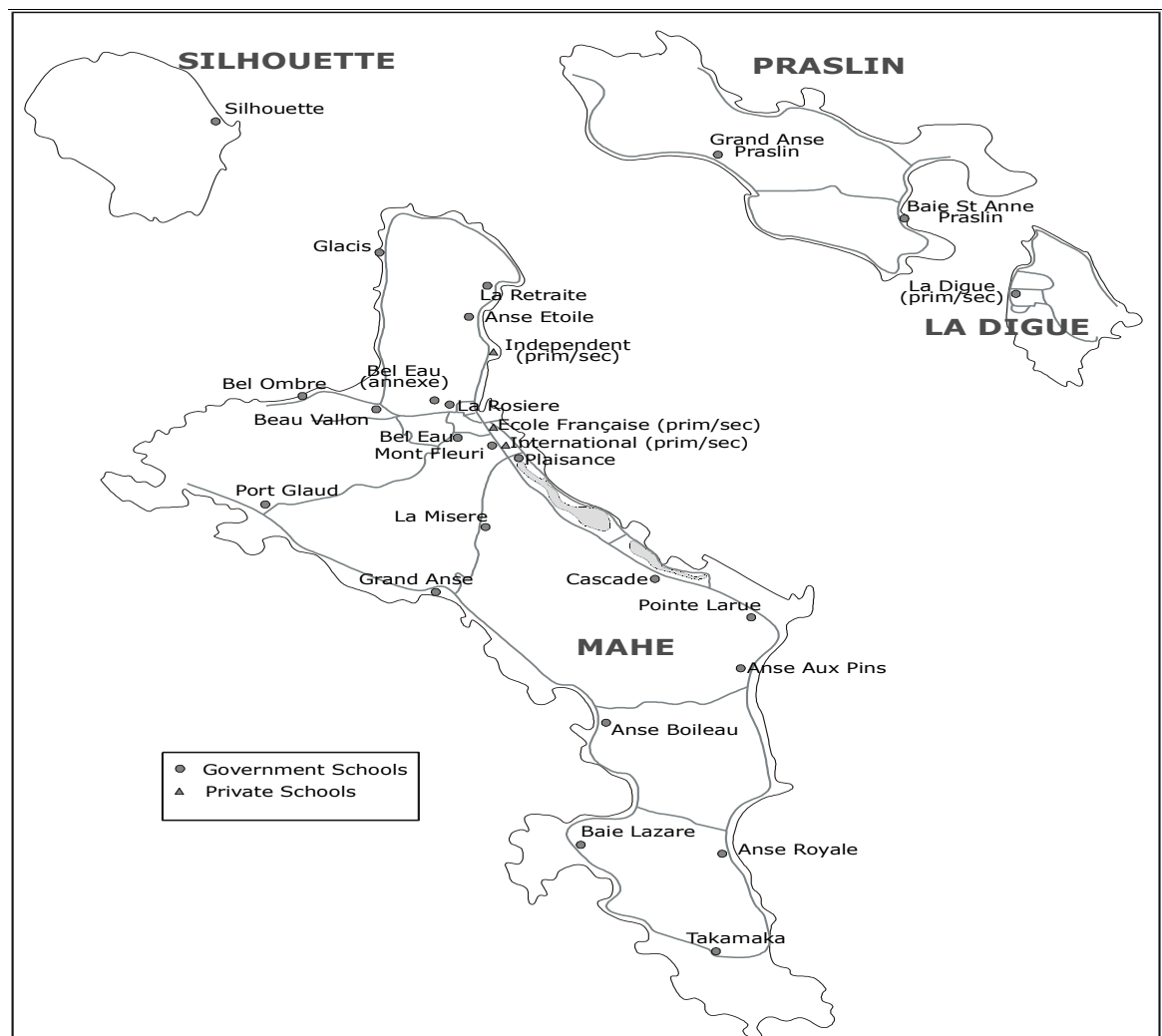


FIGURE 1.2: Location of primary schools in the Seychelles

Secondary education

Secondary education is compulsory and children have to attend four to five years of schooling. There are 10 regional secondary schools; eight are found on Mahé island, one on Praslin island and a combined primary and secondary on La Digue island. 95% of pupils attend state secondary schools

and 5% attend private schools. 'The regional schools are inclusive in nature and are generally quite large in size, with 700 to 1000 students per schools' (Purvis, 2004:47).

The main goals of secondary education are to enable students to receive a broad, balanced education, where they may opt for certain subject combinations in-line with broad areas of career specialization leading to the world of work or further training. Moreover, structures to facilitate careers guidance and counselling have been established in all secondary schools (Ministry of Education, 2003).

Management structure of secondary schools

All secondary schools have a similar structure regardless of their size. The headteacher is responsible for the overall running of the school. An administrative officer manages the administrative sector and the PTA is represented. The deputy head for curriculum monitors curriculum implementation and the deputy head for pastoral monitors the pastoral running of the school. Teachers in seven departments, headed by their respective head of departments, implement the subjects in the national curriculum. Structures to facilitate personal education, careers guidance and counselling are implemented by the counsellor, careers guidance officer, year tutors and class tutors under the direct supervision of the deputy head

for pastoral. Students can participate actively in a forum called the “Student Advisory Committee”.

Figure 1.3 indicates the location of the secondary schools in the Seychelles.



FIGURE 1.3: Location of secondary schools

Distribution of schools

All government schools are distributed in five zones, comprising both primary and secondary schools. These primary schools feed the secondary regional schools. The most populated Zone is Zone 3 featuring schools based in the east of Mahé Island (SIP, Secretariat, 2004). The zones are shown in Table 1.4.

| Zones | Number of schools | | Student Population | | TOTAL |
|--------------|--------------------------|------------------|---------------------------|------------------|--------------|
| | Primary | Secondary | Primary | Secondary | |
| 1 | 3 | 2 | 1135 | 1037 | 2172 |
| 2 | 6 | 2 | 1447 | 1812 | 3259 |
| 3 | 5 | 2 | 2281 | 1663 | 3944 |
| 4 | 5 | 2 | 1770 | 1498 | 3268 |
| 5 | 5 | 2 | 1707 | 1396 | 3103 |

TABLE 1.4: Distribution of schools according to their zones

Further education

The further education and training sector offers a variety of courses catering for different levels of entry. This sector offers a flexible structure, which enables a trainee to progress to more advanced levels of training. The key objective is to be able to respond quickly to changing needs of employment. Besides individual professional development needs, organizational needs are catered for through in-service training of their staff.

There are nine different post-secondary institutions offering training and courses ranging from one-year certificates to four-year diplomas.

According to Purvis (2004:48):

Whilst Seychelles has no university presently, a number of linkage programmes with universities overseas enable students to study at degree or post-graduate level through split-site or distance learning programmes. Currently these include partnerships with the universities of Edith Cowan (Australia), Manchester and London (UK), Rouen (France) and Indira Ghandi National University (India).

Entrance to post secondary institutions is competitive and about 70% of the secondary population gains entrance to pursue their studies. The remaining 30% seek employment or join apprenticeship schemes in vocational areas offered by the employment sector (Purvis, 2004). In 2009, the Seychelles opened its first university; the University of Seychelles and in 2010, the

National Institute of Education (NIE) was replaced by the School of Education, in the Faculty of Sciences of the University of Seychelles.

Research Aims

Background – induction and mentoring in the Seychelles

Some Seychellois researchers have examined the induction of teachers in the Seychelles. For example, Leste (1998) studied new teachers graduating from a B.Ed course, which linked the School of Education within the Seychelles Polytechnic, with the Centre of International Education at the University of Sussex. Leste developed an induction model which would provide support on different levels: ‘administrative support, collegial support and specialized support’ (Op cit: 19-20). The model suggested that the Ministry of Education should involve schools to devise an induction programme centrally.

Barallon (2003), investigating the effectiveness of initial secondary teacher education and training in the Seychelles, revealed that 30% of the graduates had been inducted in their schools. Barallon added that the graduates’ responses contradicted those of their senior managers who stated that all graduates are inducted when they join the school as a full time teacher. Estico (2005) also investigated how teachers are inducted in secondary

schools. He investigated the concept and practice of induction and mentoring in secondary schools in the Seychelles. His findings revealed that: 'school leaders in the Seychelles are the immediate deliverers of induction and mentoring in secondary schools' (p.97). Thus, induction at secondary level is regarded as the responsibility of the schools' Senior Management and Heads of Department (HOD). Further research was carried out in 2006 where Labiche investigated the roles of heads of department in the Seychelles secondary schools. Her findings revealed teachers are not being monitored frequently by their HoDs. In addition, the interview results indicated that the members of the senior management perceived that the HoDs were over friendly with the teachers and thus found it difficult to give them directives. Hence it was discovered that very few HoDs were trained and the challenges they face are staff absenteeism and having negative attitudes towards their profession. In the same year, a comparative study of two primary schools was carried out to evaluate the support provided by the school leaders. Benstrong (2006) results state that some form of induction is being done in the schools as 53% of teachers at Sunny Beach School and 42% of their counterparts at Beau Belle School were inducted but the results also indicated that there is no formal induction programme in both schools.

In 2008, the issue of how teachers are supported by their school leaders was investigated. Jean-Louis (2008) investigated how senior leaders ensure

accountability for effective teaching and learning in the secondary schools. One aspect of his research focused on mentoring and the results revealed that mentoring is done in a haphazard way and thus concluded that this is so, due to lack of training of the school leaders. His findings show similar results as that of Morel (2008) whose investigation about school based mentoring in initial education shows that: 'Seychelles do not make provision for a trained teacher mentor' (p.79). Hence, she proposed that mentors need to be trained so that they could support the trainee teachers and they also could in turn, support newly qualified teachers and others in their schools.

The concern that Seychellois researchers have for the teaching force has not abated. Hoareau (2009) investigated the effectiveness of both the induction and mentoring programmes in the primary schools. The group targeted were a group of 20 NQTs who exited the NIE in 2008. There again, the findings revealed that the NQTs were oriented in the schools where 89% of them claimed that their induction period lasted for less than a week. However, this contradicted with the findings following the interviews she carried out with the subject coordinators who claimed that the induction period ranged from one week to a year.

Detailed analysis of the local research carried out will be illustrated in the literature review.

Broad aim of the research

The research focuses primarily on induction. While mentoring is also addressed, this aspect is considered only as part of the induction programme. The study examines the extent and nature of induction for NQTs in the schools in the Seychelles. The research will be exploratory as there is little evidence of a formal scheme of induction and mentoring of NQTs in the educational system. The research is governed by five objectives.

Research objectives

1. To identify how the NQTs are inducted during their first year as a teacher.
2. To investigate school leaders' involvement in the induction process.
3. To assess the impact of the induction process on the NQTs in terms of their socialisation process in the institution.
4. To assess the impact of induction on the NQT's professional development in their schools.
5. To examine the role of mentoring in the induction process.

Research questions

1. How are NQTs inducted into the teaching profession?

The education system in the Seychelles appears to have no formal structure for the induction of NQTs. Hence, this question relates to whether any forms of support are given to the NQTs upon their entry into primary and secondary schools. Furthermore, if the schools are supporting their NQTs, the researcher aims to establish how this is being done and what mechanisms are in place to facilitate the induction process.

2. How is the induction process managed at school level?

Assuming that the schools are inducting their NQTs, the researcher aims to discover how the induction process is scheduled and managed. This will shed light on which paradigms of teacher induction are evident in the schools.

3. How does the induction process impact on the NQTs' socialisation process?

The NQTs need to be able to integrate quickly and teach efficiently in the schools. Thus, the induction process, if done well, should impact positively on the NQTs' socialisation process in their institution. If this is not the case, the researcher aims to find out what may hinder their socialisation and their performance. Moreover, if the school does not have a formal induction

procedure, the researcher aims to assess what informal processes do exist, if any, and to establish how the NQTs cope during their first year. The researcher will also seek to identify the impact of induction, whether formal or informal, on their socialisation within the school, and on their professional development.

4. What models of mentoring exist in the Seychelles?

Mentoring can be done either formally or informally. This has led to researchers identifying several models, for example, the apprenticeship model, the competency model and the reflective model (Brooks and Sikes, 1997; Maynard and Furlong, 1995). The researcher will establish which models, formal or informal, exist in both the primary and secondary schools. In addition, evidence will be sought about mentors' perceptions of the mentoring models that they are actually practising.

5. How is the mentoring process for NQTs managed in the Seychelles?

The literature suggests that both new entrants and experienced personnel beginning a new job, or having been promoted to a more senior position, need to be mentored (Bush and Middlewood, 2005; Coleman 1997). The management of mentoring may involve several aspects, including the allocation of time, the selection and training of mentors, monitoring the

mentees, and organising counselling sessions. The researcher will establish which processes operate in schools in the Seychelles.

6. What are the mentors' perceptions of the mentoring process in their schools?

Being a mentor can be seen as rewarding or as a burden. The mentors, though experienced in their fields, may find it difficult to impart their knowledge and skills to a novice. Thus, the mentors' perception of their roles will be investigated. This will be done in two dimensions; their role as a support provider to their mentee(s), and if they are a member of the management team, their role as an assessor (Jones, 2002). Furthermore, any dilemmas involved in performing both roles will be investigated and the findings will reveal their impact on the quality or effectiveness of the mentoring carried out at school level. The mentors' views of any training they had, the type of support they need to provide for their mentee(s), and their own limitations in this process, will be investigated. These perceptions may provide useful insights on the effectiveness of the mentorship training, the needs of the Seychelles mentors and the effectiveness of the teacher training offered by the Seychelles National Institute of Education.

7. What are the NQTs' perceptions of their induction and mentoring?

The NQTs' perception of their integration into the teaching profession is crucial to their level of motivation, their socialisation within schools and consequently their retention in the teaching profession. Evidence gathered will provide triangulation of the issues researched; the induction process, the management of the mentoring process, and their mentors and schools' management level of involvement. This will provide evidence about the extent that NQTs are developed at post training level and the impact of induction and mentoring currently being practised in the schools. Moreover, this question seeks evidence about how satisfied the newly qualified teachers are with the induction process in their schools. This will shed light on the type of induction activities they participated in and who were involved at school level. Their levels of satisfaction with their current position (McCormack and Thomas, 2003) will provide evidence of their socialisation process in the school. In addition, the NQTs' perceptions of what constitutes the: 'professional concerns they had experienced both within and beyond the classroom' (Op cit: 131), and how they were supported to overcome them, will provide evidence of their professional development and the effectiveness of the mentoring process in the Seychelles schools.

Structure of the Thesis

Chapter one provides the context of the research, its aims and research questions and methodology. The research is exploratory for it aims to discover how new teachers are being inducted and mentored in the Seychelles.

Chapter two presents an overview of literature and research on induction and mentoring in a variety of countries around the world, including small island developing states (SIDS). The impact of induction on new teacher professional development and school leaders' involvement in the process is explored.

Chapter three indicates the research approach and methodology used. Mixed methods were applied, thus providing a broad spectrum of findings. This chapter also provided a justification for the approach and also showed how reliability and validity were achieved.

The next five chapters present the findings from the research. Chapter four reveals the findings of interviews carried out with top ministry officials thus shedding light on the educational authorities' intentions regarding the induction of new teachers and their expectations of how this process should be implemented. Chapter five provides the findings of the main survey. Chapters six, seven and eight report the findings from the three case study schools.

Chapter nine provides an analysis of the findings derived from interviews, survey results and case studies while chapter ten concludes the thesis by showing how the findings answer the research questions and provides a model of induction for the Seychelles and other small-island states.

Overview

Extensive international literature on induction and mentoring denote that they have been found to be beneficial as means of providing support to newly qualified teachers. Countries which have adopted induction programmes have discovered it to be most effective when adapted to suit their cultural context. Countries in Europe tend to see new teachers as professionals compared to their Asian counterparts who view teaching as a public activity where collaborative practices and learning situations prevail, as veteran teachers feel it is their responsibility to ensure that new teachers are successful. These countries share a common view that new teachers need to be supported and developed professionally.

International research shows that new teachers do face certain difficulties, for example in classroom management, problems related with discipline, isolation, ineffective instructional skills and relationships with parents. Induction provides these teachers with essential support needed in order to teach effectively. Induction may be viewed as part of a career cycle

continuum. It is a continuous process, which contributes significantly to an NQT's career from pre-service to becoming an expert. Induction and subsequent mentoring play a major role in supporting and potentially retaining newly qualified teachers in the profession.

The education system of the Seychelles stems from the British model of schooling. Numerous educational reforms have taken place and the induction of teachers has featured only at system level. There is no formal scheme of induction for newly qualified teachers in the schools. The research aims to determine the extent and nature of induction and mentoring for NQTs in the schools of Seychelles.

CHAPTER TWO: LITERATURE REVIEW

Introduction

‘People are the most important resource in any organisation. They provide the knowledge, skill and energy which are essential ingredients to success’ (Bush and Middlewood, 2005: vii). Entering a new profession or job carries both a sense of well-being and trepidation for the new comer. Literature on induction and mentoring suggests a renewed interest in educational authorities to ensure that Newly Qualified Teachers are supported during their first year of teaching; formally or informally (Totterdell et al. 2004; Wong et al. 2005; Britton et al. 2006; Tickle, 2000; and Coleman 1997). Thus, inducting and mentoring new teachers are important for these new teachers can be viewed as an intellectual resource which can bring significant changes to education (Tickle, 2000). He argued further that countries invest a lot of money to train these teachers thus induction is a means of ensuring that these teachers develop professionally and remain in the profession.

Tickle's argument establishes the notion that newly qualified teachers may hold "new" knowledge in education, which they can share and in return refine techniques learnt, through collaborating with experienced colleagues.

This chapter discusses the concepts of induction and mentoring. These terms will be defined and their purpose, importance, benefits and limitations will be explored. Furthermore, empirical evidence of both induction and mentoring will be discussed.

Concepts of Induction and Mentoring

Induction

Effective leaders and managers of people in individual schools and colleges need to ensure that their employees' potential is maximised at all stages of their development during their time at the institution. (Bush and Middlewood, 2005:141).

These authors add that the induction phase and its effectiveness can ensure that a new member of staff's performance can improve significantly. In education, one can interpret this stage as being part of a continuum, beginning with how teachers are recruited, trained and appointed. This continues through how they are inducted and supported until they are assessed, rewarded and developed professionally (Totterdell et al. 2004).

The new teacher needs to go through a stage during which he/she needs to be acquainted with how the school or institution works. This can be done by having an induction programme, which will benefit both the new recruit and the experienced personnel in the institution (Bush and Middlewood, 2005; Gilles and Wilson, 2004; Tickle; 2000).

Induction is seen as a stage requiring someone new to settle down in his/her new job. The following section provides an overview of the term “induction”.

Induction may happen in two ways. It can be a planned process with clear objectives and guidelines or an: ‘incidental activity, largely determined and orchestrated by the principal’ (Bush, 2008:65). Bush goes on to emphasise that the outcome of any form of induction will result in a learning process. Furthermore, induction is viewed as a means that the new teacher undergoes a learning process of getting to know his/her colleagues, learning to apply pedagogical skills (Feiman-Nemser, 2001) and getting to know the school culture (Angelle, 2006; Coleman, 1997). Hence, induction is viewed as a specific stage or phase in teacher development where the new teacher has to go through a stage of socialisation into the school and the profession (Totterdell et al. 2004). The induction period involves the first few years of teaching where the teacher: ‘is socialized into the professional and social fabric of the school and the community’ (Lynn, 2002:180).

The induction period can be a stressful time for both the new teachers and the school leaders. Tickle, (2000:6-7) portrays induction by categorising it into several aspects.

The first ... process [is] becoming a teacher in a system of mass schooling, which is increasingly buffeted by structural, economic, technological, political, and social changes, resulting commonly in contradictory pressures and increased role expectations.

His definition portrays the constraints that institutions have to bear in mind when inducting new teachers who might see themselves being inducted into old practices, while the school , parents and other stakeholders are expecting them to participate as: ‘reformers in search of solutions to endemic educational problems’ (Op cit:7). On the other hand the induction process can be viewed as a transition from pre service preparation to practice where the NQT goes through a shift in his/her perception of teaching gained through formal study in comparison to the challenges faced in a real classroom situation. This process enables the NQT to form his/her professional identity and construct his/her professional practice (Feiman-Nemser, 2001). This notion is viewed similarly by Bezzina, (2006) who argues that induction is a bridging process between initial teacher education programme and enabling the NQT to become established as a confident and competent practitioner.

Thus, the induction period is a crucial stage for the new teacher to go through and it should be well organised, as it is a form of staff development

which involves many people; the new teachers, school leaders and mentor teachers (Wong et al. 2005).

The definitions of induction explored include two distinct terms; ‘socialisation’, and understanding the ‘culture’ of the school. ‘Socialisation’ means: ‘the notion of establishing one’s place in the school or college’ (Bush and Middlewood, 2005:143) and is also the process of learning a new role (Crow, 2007).

There are arguments that teacher socialisation may be understood through two perspectives; the functionalist or the dialectical (Hung Cheng and Chee Pang, 1997). These authors explain that, for the functionalist perspective, the process of socialisation of an individual may be considered as passive as that person fits in the school. However, the dialectical perspective denotes that the individual plays an active role in the process thus placing: ‘greater importance on the interaction between the teacher and the environment, the mutual influence and their continual effects’ (Op cit: 196). Thus, Hung Cheng and Chee Pang, (1997) explain that the latter perspective of socialisation suggests that: ‘socialization occurs not only after the end of the training programme but also during the course work and field experiences’ (p.196).

Socialising into the school context as a new teacher may be different from the experiences of a student teacher on fieldwork. Several agents of socialisation for the teacher exist at school. They include pupils, school administration, mentors, colleagues and the principal, and these agents may enhance or hinder a new teacher's performance (Hung Cheng and Chee Pang, 1997). The teachers' personal and professional backgrounds can influence the way they socialise in their profession directly or indirectly (Achinstein, Ogawa and Speiglman, 2004). They consider that teachers' professional socialisation may be influenced by their cultural, racial and class backgrounds and even personal histories. Achinstein et al. (2004) further explain that new teachers' perception of teaching can be influenced or affected by their previous experiences and personal backgrounds. This can influence their way of socialising and learning to teach. Moreover, the instructional culture that pervades in the school can have a lasting effect (profound influence) on these new teachers': 'professional beliefs and practice' (p. 256).

Crow, (2007) argues that there are two types of socialization; professional and organizational. The author argues that the two forms of socialization sometimes emphasize different values and conceptions and their roles may lead to conflict.

For example the professional socialization may emphasize change, innovation and reform, while the organization encourages stability, maintenance of the status quo, and tradition. (Crow, 2007:52).

Though Crow's argument is based on new head teachers, this view may also be relevant to newly qualified teachers who have to cope with the teaching theories learnt in higher education and the norms of teaching in their placement schools.

Thus, this view of socialisation is likely to encompass all the challenges a new teacher, and even the school as an organisation, may need to consider in their induction programme. Furthermore, the understanding of the purpose of induction can lead to a clear understanding of the role school leaders need to play and those of the new teachers.

Purpose of induction

The start of a new job may be critical as well as enriching for any person and especially for beginning teachers. Many new teachers harbour strong ideologies that they can be agents for change (Arends, 1994). Thus, the initial stage of teaching may be problematic for some new teachers. Arends (1994) argues that though the induction year is a difficult one, it can be a worthwhile experience for NQTs who are prepared for the stress and difficulties that teaching entails. He goes on to highlight studies done in the late 1970s and early 1980s in a variety of countries such as Australia, Great Britain and the United States which portray that beginning teachers in all these countries face a set of common problems such as

- (1) 'Classroom management and discipline, (2) inability to find needed

materials, (3) evaluation of student work, (4) interacting with parents, and (5) feelings of isolation' (Op cit: 452).

Thus, to overcome these difficulties, school managers have to find ways to support beginning teachers; through induction. Recent research has revealed that the problems identified by Arends still exist for many teachers; in the USA California, (Tillman, 2005; Angelle, 2006); Malta, (Bezzina, 2005); Australia, (Mc Cormack, 2003); and in the UK, (Jones, 2002) to state a few.

Bush's (2008) research, about induction of principals in Africa, reveals that successful induction can accelerate their socialisation and facilitate their understanding of school leadership thus building their confidence to lead effectively. This finding can be related to NQTs, for their successful induction is a means of socialising them into their school culture, leading to enhanced performance.

Induction may be viewed in three categories; socialisation, achieving competent performance and understanding the organisational culture (Bush and Middlewood, 2005; Coleman, 1997). These categories serve distinct purposes.

Inducted in the activities of the organisation- Socialisation

The nature of work has changed. There is a contrast of work between industrial and post-industrial societies (Crow, 2004). The author argues that:

in contrast, in post-industrial society, work emphasizes the role of the individual in the search for new information to solve problems and customize responses (Crow, 2004:291).

For this reason, the socialization process of an individual should reflect the actual and evolving trends in the nature of work. Crow (2004) explains that socialization is an active process which acknowledges the characteristics, experience and values of the individual. On the other hand: ‘Socialisation refers to the need to adhere to the ‘rules’ of the group: mentors may help in this process’ (Roberts, 2000:157). This indicates that a person new to the organisation may be inclined to immerse him or herself in his/her perceived social norms of the place. Thus, socialisation ought to include activities which will enable a new teacher to function as efficiently as others within their school or college; professional socialisation (Coleman, 1997). Moreover, Arends (1994) explains that the socialisation process in the organisation or “organizational socialization” is a term that sociologists use to describe the process of learning a role and how the system operates. While going through this process, the individuals get to value the knowledge and behaviour that are associated with that particular profession and organization (Arends, 1994).

This author explains further, that teachers go through this process in stages;

1. 'Anticipatory socialization [-] the period of formal training, including student teaching....'
2. 'Initial contact' - the first contact which can either be through the interview or first visit to the school.
3. 'Reality shock' – [When the teachers begin their first job and where] ... many of them experience numerous surprises ... (Op cit: 452)

There are two types of socialization; professional socialization and organizational socialization (Crow, 2004). He argues that professional socialization in the case of a new school leader is influenced by the expectations of the society in general and how he/she has been trained to enact the role. Furthermore: 'School leader socialization also involves the content, methods and outcomes that are based in the organization where an individual works' (Op cit: 293). Hence, the school leader develops an administrative perspective which through professional socialization enables him/her to learn how things are done. In contrast, through organizational socialization, veteran school leaders learn how to develop new skills in relation to the role. This analogy may be applied to teachers too as the term "newly qualified" may be applied to experienced teachers now trained in a new area of education and thus having to be inducted in their new role. Thus, having achieved both professional and organizational socialization,

the individual may then develop the necessary skills and aptitudes to perform their duties effectively; achieving competence. In order to become competent the inductees need to learn both about themselves and their organisation (Bush and Middlewood, 2005).

Achieving competent performance

Teachers leaving the training institution do so with the basic skills required to perform satisfactorily. It is argued that discerning the effectiveness of teacher education is quite difficult. Comprehensive analysis and reviews of research carried out on teacher preparation and teaching practices, have revealed that there is little new evidence on the effectiveness of teacher education (Good, Mc Caslin, Tsang, Zhang, Wiley, Bozack and Hester, 2006). These authors argue that new teachers should have the skills to involve students in activities that are meaningful, and should be able to manage their classroom (Good et al. 2006). Thus, one can construe that the induction of teachers requires a professional development dimension.

Higgie (2007) argues that teachers need to be professionally developed because there is a need for them to develop knowledge and skills. This is essential to ensure ongoing improvement in student learning. Professional development is a means to promote and sustain teachers' professional learning. Thus, professional development is:

the process and activities designed to enhance the professional knowledge, skills, and attitudes of educators so they might in turn improve the learning of the students (Higgle, 2007:5).

However, professional learning is viewed as the internal process which individual teachers use to construct their professional knowledge through various interactions such as attending conferences, seminars, talking about their classroom practices with their peers, participating or networking with learning communities at their schools (Higgle, 2007). Hence, it is argued that the professional learning and development of teachers need to be intrinsically driven and supported by their school leaders (Op cit).

Teachers need to understand their students and they need skills to construct and manage their classroom activities. Communication is vital and new teachers need to use technology and reflect on their practices (Darling-Hammond, 2006). Thus, induction is a period where these skills are developed and refined. Mentors are viewed as the best person to help the new teachers achieve competence in their profession. Hence, it is argued that: ‘mentors must be outstanding performers with wide-ranging knowledge about their organisations and their specific disciplines’ (Wasburn, Wasburn-Moses and Blackman, 2008:37). The researchers stipulated that mentors should be intrinsically motivated to carry out the role and the new teachers should be willing to work with their mentors.

Chi-Kin and Shengyao, (2007) illustrate the role mentors play in helping their mentees achieve competence in their performance. Their research focussed on the kind of support mentors provided to first year teachers and the major factors which affected the mentoring support. They also investigated the types of professional development these mentees acquired in respect of their subject knowledge, student, teaching and classroom management. Their sample consisted of eight mentor-protégé dyads selected from three schools in Guangzhou. Their findings revealed that the school administration matched their new teachers to mentors who were experienced teachers teaching the same subject assigned to the mentees. In all three schools, the researchers discovered that the main types of mentoring were the: ‘provision of information, mutual lesson observation, collaborative lesson preparation and discussion in the office’ (Chi-Kin and Shengyao, 2007:247). These mentoring practices enable the mentees to observe demonstration lessons by their mentors but the findings revealed that, after these lessons, the mentor and mentee did not exchange views or analyse the strengths and weaknesses of the observed lesson. In contrast, the mentors interacted with their mentees after they had observed them teaching but only for a short duration, mainly to point out the weaknesses. This research revealed that mentees achieve competence in lesson planning through discussion with their mentors, while preparing teaching units and lesson plans in collaborative lesson preparation sessions. In addition,

understanding the values and beliefs of an institution is vital for the smooth induction of new teachers.

Culture is a concept hard to define and is viewed differently by many researchers (Prosser, 1999). This is echoed in Lumby and Foskett's, (2008:43) description: 'Metaphorically, culture is like the air that we breathe; all around us, vital, and yet difficult to discern and to change'. Prosser, (1999:6) argue that quantitative researchers use the term "school 'climate' whereas qualitative workers prefer to use 'culture', 'ethos', 'atmosphere' or 'tone'. Culture is regarded as the informal aspects of organisations which focus on the values, beliefs and norms of individuals in the organisation and how these perceptions merge into shared meanings (Bush and Middlewood, 2005). Moreover, schools are educational organisations with their own type(s) of culture. Each school culture is unique and hence reveals itself through a series of characteristics; conceptually, verbally, behaviourally and visually (Lumby and Foskett, 2008).

School culture is seen as a dynamic and changing phenomenon (Flores, 2004). It may be viewed as the ways, beliefs, and values of doing things among communities of teachers (Lumby and Foskett, 2008; Bush and Middlewood, 2005). Hopkins et al. (1994) provide a critique of literature based on culture of schools as atomistic where they argue that those writing

from the school effectiveness research perspective: 'tend to underplay culture' by regarding it: 'as a constellation of effectiveness factors'. They argue that those writing about: 'the change literature tend to regard culture as a tool to be manipulated as part of a macro-strategy' while: 'school improvers regard it as part of the environment within which one has to work' (p.86).

While agreeing that culture is viewed in multiple dimensions, Hopkins et al. (1994) suggest that these views of culture are restrictive. Hence, they propose that, a school's culture is dynamic and evolves continuously despite the prevailing perception of stability. This leads one to examine that school culture is not a stationary effect of norms and values in a workplace but that the individuals in that organisation may influence a change in culture. In addition, Prosser, (1999:14) emphasises that: 'school culture is an unseen and unobservable force behind school activities, a unifying theme that provides meaning, direction, and mobilisation for school members'. Thus, newly qualified teachers may experience different types of culture in different subunits of that particular school (Prosser, 1999).

Flores, (2004) argues that there is a shift from student to teacher. This is marked by the new teacher's awareness of the new institutional role and the distinct and complex relationship between different, and sometimes conflicting, perspectives, beliefs and practices. She also points out that

schools are places where teaching occurs, and where teachers learn and develop. Hence, she emphasises that school culture and leadership have a way in determining and providing learning opportunities for new teachers in their workplace.

Further, exploration of culture has led one to identify another type of culture that operates in schools; professional culture. New teachers expect to find support and guidance in the schools (Moore Johnson and Kardos, 2002) they are placed in. Kardos, Moore Johnson, Peske, Kauffman and Liu, (2001) stipulate that a new teacher's encounter with professional culture depends on the colleagues with whom the person works the manner they interact between themselves and their attitude towards new teachers in their school. The experienced teachers can either welcome or remain indifferent to new teachers. This can be apparent whether they include novices in their professional exchanges and pay attention to their needs and concerns. Secondly, Kardos et al. (2001) argue that the nature of the new teacher's experience depends on whether the school, is new or well established. Furthermore, they argue that the presence or absence of formal and informal structures that will enable the novice to be mentored and have opportunities for interaction with other teachers may affect a new teacher's introduction to the school's professional culture. Hence, Moore Johnson et al. (2002:14-15)

have identified three types of professional cultures that exist in schools.

They are:

- 1 'veteran-oriented professional cultures, where the models and norms of professional practice are determined by and aimed to serve veteran faculty members' (p.14)
- 2 'novice-oriented professional cultures, where youth, inexperience, and idealism prevailed [as] In these schools, [there are] ... many new teachers [with] abundance of energy and vigorous commitment – but little professional guidance about how to teach' (p.15) and finally
- 3 integrated professional cultures [where] these schools, or subunits within schools, encourage ongoing professional exchange across experience levels and sustained support and development for all teachers.

Moreover, the principals' leadership styles can have an effect on their schools' professional cultures. Youngs (2007), in a study which included six elementary principals from three Connecticut districts in the USA in 2000-2001, discovered that their beliefs of how new teachers were inducted and mentored can impact on the professional cultures of the schools. Besides, the types of professional cultures as indicated by Moore Johnson et al. (2002) may impact positively (as in the case of the integrated culture) or negatively (the veteran – oriented cultures) on the new teachers' integration

in the schools they are placed in and their subsequent professional development.

To summarise, the induction period of a novice teacher entails his/her socialisation into the job and the organisation. Furthermore, the school managers' leadership styles can have an impact on the type of professional culture that pervades the school. The NQT's ability to learn plays a vital role in forming judgements on how to integrate effectively into the organisation's culture. The nature of induction is inevitably influenced by the school's culture. This leads to consideration of the importance and effectiveness of induction. Thus, professional culture is the main model considered in this research.

The importance and effectiveness of induction

'The induction year itself can be better understood, planned, and provided for if there is a clear sense of where teachers might go next in the development of their practice and their careers' (Tickle, 2000: 163). Tickle's, (2000) statement denotes that induction is an important phase of teacher development and that it should evolve beyond the first year of teaching. An effective induction programme can impact positively on the NQT's performance. New teachers who have undergone a good teacher

training will have a good vision of what constitutes good teaching. These teachers will be quite proficient in their teaching and assessment approaches (Feiman-Nemser, 2001). Thus, an effective induction programme will keep these teachers from abandoning effective teaching approaches in: ‘favour of what they may perceive as safer, less complex activities’ (Op cit: 1029). Thus, school leaders need to show interest in the induction process (Bush and Middlewood, 2005), as it can be a problematic and challenging year for a new teacher, managers and all stakeholders in the teaching profession (Tickle, 2005). Moreover, Coleman (1997) argues that the induction process should be based on required needs and flexibility. This can be a two way process where both the new and the experienced parties concede that they have things to learn from each other (Bush and Middlewood, 2005). Lynn (2002:182) stipulates that NQTs should be provided with an: “individualized program” hence socialising them within the school community which can help them ‘recognize and manage ... isolation, self-doubt, stress and anxiety’ which they may face during the first year of teaching. The leaders’ role in the induction process can also be a determining factor in its effectiveness.

Thus, an effective induction programme can serve as a motivational factor in helping the NQT to achieve the self-esteem and level of motivation needed to achieve competence in the profession.

Motivation

‘Motivation is a powerful tool’ (Wellington, 2011:50). This author defines motivation as being able to inspire others to work either individually or in groups. Moreover, she argues that if managers know what motivates their workers they can use this knowledge to: ‘persuade, convince and propel individuals or teams to take action’ (Op cit). Several researchers have commented on Hertzberg’s theory of motivation. Evans and Olumide-Aluko, (2010: 74) reveal that Hertzberg invented the motivation-hygiene theory which is also distinguished as the ‘two-factor theory’. This theory explains that there are two divergent factors related to a worker’s job satisfaction. These are ‘motivators’, which indicate intrinsic factors to work, and ‘hygiene factors’, which are extrinsic aspects of work (Eliophotou, Papanastasiou and Zembylas, 2008). These researchers argue that Hertzberg’s five motivators and five hygiene factors do not address all factors that motivate teachers (Evans and Olumide-Aluko, 2010; Menon, Papanastasiou and Zembylas, 2008; Menon and Saitis, 2006). The literature also reveals that hygiene factors such as pay are less significant for teachers in Europe (Menon, Papanastasiou and Zembylas, 2008; Menon and Saitis, 2006) compared to those in Africa (Evans and Olumide-Aluko, 2010). Moreover, Seychelles researcher (Richard, 2005) gave indications that teachers in Seychelles are motivated by four of Hertzberg’s motivators; ‘Achievement, Advancement, Work interest and personal Growth’ (p.56).

Her research revealed that these teachers are strongly motivated to work with children and the love of teaching. The same teachers are strongly demotivated when faced with too many records to keep and students' misbehaviour. Hence, factors that keep teachers motivated differ across countries.

The school leaders' attitude towards inducting new teachers can have a positive or negative impact on their school's induction programme. Their style of leadership can have great influence in their school culture and bring changes in the teachers' mindset and practice. 'School leadership, as the fulcrum for organizational climate and socialization, sets the tone for the beginner's experience in the school community' (Angelle, 2006: 319). This denotes that school leaders have an important role to play in setting: "the tone for the beginner's first experience in the school community" (Op cit). To illustrate this, Angelle, (2006) refers to Feldman's, (1976) organizational model where, in the accommodation stage of socialization, the principal as the instructional leader is seen as the key source of assistance and monitoring for NQTs. This raises questions about who are the mentors and what role does mentoring play in the induction process?

Mentoring

Mentoring is viewed as a part of the induction process (Wong et al. 2005).

This is explained by Olebe's (2005:159) comment that:

Induction likely includes, but is not, mentoring [as it] requires the many who work far from the classroom to reconsider what it means to learn to teach and to continue to teach, as well as individualized support for beginning teachers.

Mentoring is considered as a form of professional development in many countries, including Australia, England and Wales, Hong Kong, Singapore and the USA (Bush and Middlewood, 2005). It is regarded as being part of the professional development process for the parties involved (Elliot and Calderhead, 1995; Coleman, 1997; Bush and Middlewood, 2005; Roberts, 2000). However, the term mentoring is viewed differently by researchers.

Understanding the term 'mentoring'

Mentoring has been interpreted in a variety of contexts by researchers. Thus, the meaning of the concept has evolved over time. Mentoring is a multi-faceted concept, incorporating personal support and the more rigorous notion of professional development leading to enhanced competence' (Bush et al. 1996: 121). This definition suggests that this term may be used and interpreted in different ways (Coleman, 1997; Brooks and Sikes, 1997). Brooks and Sikes, (1997:17) interpret: '...mentoring as *an* approach, *an* activity, which one undertakes when working with student teachers'. McIntyre and Hagger (1996:146) state that: 'there also seems to be

widespread, although not universal, agreement that in educational contexts mentoring means both providing constructive and critical advice and challenging practices and preconceptions'. In addition Anderson and Lucasse Shannon (1995:25-26) refer to Homer's poem, The Odyssey, and arrive at the following conclusions:

- First mentoring is an *intentional process*.
- Second , mentoring is a *nurturing process* which fosters the growth and the development of the protégé toward full maturity
- Third, mentoring is an *insightful process* during which the wisdom of the mentor is acquired and applied by the protégé.
- Fourth, mentoring is a supportive, protective, process.

Maynard and Furlong; (1995) argue that mentoring is a dynamic procedure whereby practicing teachers take an active role in the training process.

Roberts (2000: 162) offers a modified view that mentoring can be regarded as:

A formalised process whereby a more knowledgeable and experienced person actuates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that persons' career and personal development (Roberts, 2000:162).

Tillman (2005:611) adds that mentoring is: 'a collaborative partnership in which individuals share and develop mutual interests' indicating that nowadays mentoring is being viewed:

as a complex interactive process between persons with different levels of experience and expertise, which stimulates interpersonal and psycho-social development (Huber, 2008:173).

This denotes that mentoring not only develops the less experienced person but the mentor too as (s)he can develop his /her professionalism through interacting with the novice (Huber, 2008).

Moreover, Mc Cormack and Thomas (2003) state that mentoring enables the new teacher to build confidence, reflect on their practices and access insight and knowledge of experienced colleagues in their school.

The various definitions reviewed suggest that mentoring is a multi-levelled process where the new teachers are supported, helped at school, learn to teach effectively and reflect on their practices. Furthermore, it is viewed as a means of career development and a process that is formalised and implemented by a mentor (Roberts, 2000). The mentor, through the mentoring process, goes through a phase of professional development through a critical overview of their practice. Thus, a mentor can help a new teacher develop his/her practice through mentoring, beginning with initial teacher education.

Initial Teacher Education and Mentoring

Learning to teach is a difficult, confusing and sometimes painful task for it involves developing many things such as a sound practical knowledge base, developing interpersonal skills and coping with both pupils and their parents (Maynard and Furlong, 1995; Feiman-Nemser, 2001). Arends (1994:2-5)

explains how society's perception and expectations of teaching in the USA have evolved (see Table 2.1).

| Century | Purpose of schooling | Characteristics of teacher's role |
|------------------------------|--|---|
| Nineteenth Century | <ul style="list-style-type: none"> - Straight forward - Basic literacy and number skills were the primary goals of education. Reading, writing and arithmetic | <ul style="list-style-type: none"> - Simple as professional training was not considered to be important |
| Twentieth Century | <ul style="list-style-type: none"> - Comprehensive high schools were created - Compulsory attendance laws were passed - Goals of education expanded from the three Rs to encompass new ones ranging from health to ethical character | <ul style="list-style-type: none"> - Took on added dimensions - Standards were set for teachers - Teacher training institutions were set for teachers in their subject matters and pedagogy. |
| Twenty- first century | <ul style="list-style-type: none"> - Education will remain committed to a variety of goals and new ones might be added - Academic learning will remain the most important - Society will continue to require young people to go to school | <ul style="list-style-type: none"> - Expectation for the teachers are likely to change drastically in the decades ahead |

TABLE 2.1 Summary of the evolution of the US society's perceptions of teaching and the teacher's role

This historical perspective enables one to understand how society has evolved in its expectations concerning the purpose of schooling in the US and, through this evolution; the teachers' role has become more complex. In this era of educational evolution, teachers are being closely examined, especially their teaching competencies. Feiman-Nemser (2001) argues that knowledge that students gain stems directly from what and how they have

been taught. Thus, a new teacher must have adequate knowledge and skills in order to be able to adjust to the situation in which he/she teaches (Good et al. 2006). The authors argue that new teachers should be able to engage students to learn through activities that are meaningful and free of behavioural disruptions.

New teachers bring beliefs and images of their personal lives and teaching in their pre-service training and that could have adverse effects on what and how they learn (Achinstein et al; 2004, Feiman-Nemser, 2001). Some new teachers believe that they are trained and thus do not need to be guided. This can prevent them from reflecting effectively about their practice, thus making it difficult for them to change and adopt new trends of teaching (Feiman-Nemser, 2001). This is exemplified by Sadler and Klosterman's (2009) study of beginning science teachers where a case study respondent Irvine, favoured the traditional science instruction and had problems relating to students of different abilities. He disagreed with his biology mentor because of the person's teaching and manner of providing feedback to him when he was a student teacher.

Prospective teachers need to have opportunities to critically examine their existing beliefs in order to develop or amend them so that they can develop: 'powerful images of good teaching and strong professional commitments' (Op cit: 107). Moreover, it is shown that new teachers should learn about

their students, because the students have their knowledge, interests and life experiences which these new teachers may use when developing the curriculum (Op cit).

Teachers need to develop practical classroom knowledge; their students, their subject, the school ethos and strategies needed to teach effectively (Maynard and Furlong; 1995). This requirement suggests the value of a supportive structure to help trainee teachers, hence the need for mentors.

Jacques, (1995:112) states that: 'The concept of mentorship suggests an expert professional, guiding an apprentice teacher but with the addition of a more precise instructional dimension'. The mentor's role is various for it involves being an instructor, a teacher, a counsellor and even an assessor (Op cit). This is emphasised by Huber, (2008) who claims that the participants are active and their own actions are the central theme in mentoring.

Mentoring is viewed as a nurturing process taken on by an 'expert' teacher or member of a school's management who acts as a role model with the purpose of promoting the professional and personal development of trainee teachers (Anderson and Lucasse Shannon, 1997). In addition, mentors should be excellent performers who are knowledgeable in their subject areas and the school structures, and they should be intrinsically motivated to serve less experienced colleagues (Long, 2009). Moreover, mentoring is viewed as a formal process carried out by an experienced person who takes on a

supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that person's career and personal development (Roberts, 2000). Besides, Brooks and Sikes (1997) argue that it would be suitable if a member of the senior management team assumes overall responsibility for the institution initial and continuing professional development because it will ensure coherence and cost effectiveness. However, Long, (2009) emphasizes that for a mentoring programme to succeed, structures need to be identified and this will include time for meetings, venues where these meetings will take place, the curriculum and methods of accountability. Brooks and Sikes (1997) define the mentors being a skilled crafts person, a trainer, a reflective coach, a critical friend and even a researcher. Their definition is based on the models of mentoring (Maynard and Furlong, 1995; Brooks and Sikes, 1997; Coleman, 1997).

Three models of mentoring are identified in the literature; the apprenticeship model, competency model and the effective practitioner model (Maynard and Furlong, 1995; Brooks and Sikes, 1997; Coleman, 1997). These models have been found to be appropriate to a particular stage but, when used eclectically, they can respond to the needs of the new teacher (Maynard and Furlong, 1995).

The apprenticeship model

This model was used to train teachers formally and systematically in the nineteenth and early twentieth centuries (Brooks and Sikes, 1997). The Hillgate Group in 1989 argued that all that was necessary in learning to teach was that the trainee works alongside an experienced practitioner. Furthermore trainees needed to learn to 'see' and hence needed a mentor to explain what was happening in the classroom. In other words, the trainees needed a model of things that could work (Maynard and Furlong, 1995). However, it has been argued that this model did not provide room for reflection and research (Brooks and Sikes, 1997).

The competency model

In this model, learning to teach is done practically with pre-defined competences and the mentor assumes the role of a trainer who coaches the new teacher, carries out observations and gave feedback (Maynard and Furlong, 1995). Furthermore, it is argued that in this model the training programme would be comprehensive and the role of the trainer as an instructor would be more fully and explicitly developed (Brooks and Sikes, 1997).

Hence, in this model, learning to teach is considered to be progressive and the mentor's role is to be aware of which stage of learning to teach the

trainee is at in order to provide adequate levels of support and challenge (Maynard and Furlong, 1995).

The reflective model

‘Ideas about reflective practice have been extremely influential both in characterizing the nature of teaching and in suggesting the kind of initial education which a teacher requires’ (Brooks and Sikes, 1997:21). This model is advocated extensively because it is felt that reflection on teaching must be part of the learning process (Maynard and Furlong, 1995:20-21).

In this model, the mentor can play three main roles:

- a) the reflective coach who helps the student teacher to use reflection as a tool for self-development. (Brooks and Sikes,1997)
- b) the critical friend who challenges the student to re-examine their teaching but providing encouragement and support (Maynard and Furlong, 1995)
- c) the co-enquirer which denote an equal relationship between the mentor and his/her mentee and they participate in supervision and/or teaching (Brooks and Sikes, 1997).

Maynard and Furlong (1995) argue that the reflective model is more suitable during the final stage of the practical preparation in teaching, as the trainees need to be encouraged to focus on the children’s learning and how they can make it more effective. Furthermore, it is viewed that learning to teach has

become a more tentative, exploratory activity where the context is specific. This means that it needs more than what the apprenticeship and competence-based models would allow (Brooks and Sikes, 1997).

It seems that this model has the characteristics, which enable student teachers to accomplish the goals of education in this 21st century focusing on academic learning and how to teach effectively. Reflection is still being advocated in recent research on mentoring (Lindgren, 2005; Gilles and Wilson, 2004). Mentoring enables the mentor and their mentee to develop self-reflection. This happens when mentors think about things from their mentees point of view which help them to revise their own beliefs and thus may change their own practices (Gilles et al. 2004).

Benefits and Limitations of Mentoring

‘Good-quality mentoring is a complex, sophisticated and multifaceted activity incorporating different strategies and requiring high-level skills’ (Brooks and Sikes, 1997:31).

The literature on mentoring denotes its benefits and limitations. Table 2.2 distinguishes between organisational and professional benefits.

| Benefits of Mentoring | |
|---|--|
| Organisational level | Professional level |
| <p>-...significant part of the socialisation process for educators learning a new role. (Bush and Middlewood, 2005:157)</p> <p>-mentoring ...as a means of bringing about change, is a powerful and effective tool. (Coleman, 1997:167)</p> <p>-... having students in school ... provide the impetus and the opportunity for members of a department or a group of teachers more generally - to reflect critically on, and to examine, their own practice. (Brook and Sikes, 1997:71-72)</p> <p>-The school can benefit from students knowledge and expertise in developing extracurricular or fund raising activities. (Brook and Sikes, 1997)</p> <p>-... it may be focused on a wider role, stressing the functions of socialisation and acculturation. (Coleman, 1997:160-161; Angelle, 2006; Tillman, 2005)</p> <p>-... mentors can provide the emotional and professional support that often influences teachers' decisions to remain in the profession (Mullinix, 2002)</p> <p>- The principal can use mentoring to communicate their expectations of teachers and the students' achievements through mentoring (Tillman, 2005)</p> | <p>-...important dimension of the preparation and ongoing.(Bush and Middlewood, 2005:157)</p> <p>-...can have a positive influence on the motivation and experience of someone who is in a 'coasting' or 'winding down' state mind. (Brooks and Sikes, 1997: 69)</p> <p>-... mentors see it as an opportunity for professional development...to learn about new developments from the NQTs; and to add to their range of professional skills, thus improving careers prospects. (Coleman, 1997:163)</p> <p>-... mentors themselves will have particular strengths, abilities and qualities; in this way we can ensure that the beginner teacher is being offered a range of ways of learning. (Watkins and Whalley, 1995:127)</p> <p>-... as a contribution to the professional development of staff at entry points to new or promoted posts. (Bush and Middlewood; 2005:164)</p> <p>-mentoring can offer teachers the opportunity to shine and share where they might otherwise hesitate or hide (Mullinix, 2002)</p> <p>-Help new teachers to acquire skills to think critically about their experience, professional and personal competence (Tillman, 2005)</p> <p>-mentoring as a means for transformational leadership (Tillman, 2005)</p> |

TABLE 2.2: The benefits of mentoring at both organisational and professional level

Mentoring is regarded as bringing about beneficial contributions but it does have certain limitations. Table 2.3 distinguishes between the role of the mentors and the management of mentoring schemes.

| Limitations of mentoring | |
|--|---|
| The role of the mentor | The management of mentoring schemes |
| <ul style="list-style-type: none"> -Delivering criticism and assessing students can be more difficult than anticipated, especially when a relationship is close and mutually supportive. (Jacques, 1995:118) -... when an articulated teacher does not succeed the mentor loses out all round. Status and self-esteem is lost, the mentor training is lost and so too is the financial allowance. (Op cit :117) -When difficulties arose the mentors found themselves reluctant to talk about them, convinced that matters would improve. (Op cit: 117). - lack of awareness of the role of mentoring, and understanding about the mentoring process (Thi Mai Hoa, 2008:121) | <ul style="list-style-type: none"> -Might create tensions and hostility in the school where other staff may believe that ‘... the mentor had gained not only assistance and additional pay but also acquired free time as well’. (Jacques, 1995:115) -... there are potential difficulties if a whole department takes on the responsibility for mentoring. There may be times when students and teachers have different perceptions of the department and its work. (Brooks and Sikes, 1997:72) -... the need for the recognition by Senior Management of the time that is involved in mentoring NQTs to ensure that mentoring is developmental as well as instrumental. (Coleman, 1997:163) -lack of resources associated with mentoring, limited time for mentoring and unsuccessful matching of mentor and mentee (Thi Mai Hoa, 2008:121) |

TABLE 2.3: Limitations of mentoring

The careful matching of mentors to protégés is vital to the retention of both mentor and mentee (Mullinix, 2002). The issue of matching mentors and protégés is rather complex. Carver and Katz (2004) argue that mentors may find it rather difficult to confront protégés who are teaching below adequate standard for they should be offering support, to avoid difficult problems and a mismatch in their roles. The main limitation is that mentors are trained to provide formative assessment while principals may be the ones to evaluate the new teachers on a summative basis. Thus, some mentors tend to avoid the direct confrontation. Carver and Katz (2004) portray the dilemma that mentors face though they have been trained. The crucial element of ensuring a good mentor/mentee relationship is trust. Hence, (Carver and Katz; 2004) argue that mentors need to establish a trusting relationship with their mentees before beginning to coach them on their teaching. Furthermore, a lack of teachers may play a role in preventing both the mentors and the school administration to assess the novices severely, because there are cases when the school administrators have to decide between having classrooms with no teachers thus adopting: ‘a see-no-evil stance even when confronted with obvious professional concerns about the new teachers in their schools’ (Carver and Katz, 2004: 459).

Positioning may be considered as another factor when matching mentors and their mentees.

Positioning takes place within specific contexts of meaning, specific moral orders. How people are positioned and how they position others reflect their sense of the moral order and their place within it (Bullough and Draper, 2004:408).

These researchers argue that this may be more apparent when there is a triad; the university supervisor, the experienced teacher mentor in the school and the new teacher. Positioning may lead to conflict in roles where the university supervisor may position him/herself as the expert in new styles of teaching and thus wants the mentee to try out the new teaching techniques. On the other hand the mentor at school level may want the mentee to use techniques that enable students to perform well and which the university supervisor may view as traditional.

Thus, positioning in a triad may lead to enhanced learning for all the participants concerned or to isolation and conflict as: ‘positioning may be tacit or intentional, unrecognized or strategic’ (Bullough and Draper; 2004:408). Consequently, positioning, may lead to the mentee being caught in between the two mentors. The mentee has to take sides; but more often the mentees may need to conform to the mentor’s methods as (s)he has the authority to confirm the mentee in post (Bullough and Draper, 2004). For this reason, these limitations need to be thought about when considering a mentoring scheme. The benefits of mentoring are generally thought to outweigh the limitations thus the move worldwide to develop mentoring in educational establishments from primary schools to higher education.

Long; (2009) has studied the problems that may arise with the matching of mentors and mentees and proposes that schools should have a: ‘pool of mentors’ (p. 321) which will provide choice and even flexibility for both the mentors and mentees. Long, indicates that having a pool of mentors is the best way to provide recognition for experienced teachers to assume the role of mentors, and thus a number of mentors in a school can enable the mentors to develop their own network of support, thus resulting in effective mentoring of new teachers.

Empirical evidence of induction – International

Introduction

Ingersoll and Kralik, (2004) examined numerous empirical studies of induction and mentoring programmes in the USA. Through a choice of 10 studies, they have discovered that:

in recent years there has been a growth in support, guidance and orientation programs – collectively known as induction – for beginning elementary and secondary teachers during their transition into their first teaching jobs.

This need for support was to enable beginning teachers to adapt and settle well in their job, hence retaining them. Furthermore, they argued that it has been common to have beginning teachers face a lot of difficulties in order to toughen them and: ‘critics have long assailed teaching as an occupation that ‘cannibalizes its young’ and in which the initiation of new teachers is akin

to a: ‘sink-or-swim’, ‘trial-by-fire’ or ‘boot-camp’ experience’ (Op cit:2). Moreover, Britton et al. (2006:2) explain that in the U.S the: ‘states and districts are now recognizing the wastefulness of leaving new teachers to sink or swim, because large numbers of teachers who embark on this career sink’. Britton et al. (2006) provide evidence for their claim by referring to Education Week’s report that ‘23% of new teachers leave teaching within their first three years’ (Op cit). Such concerns about teacher retention have led to induction and mentoring programmes for new teachers in several countries.

The countries chosen for inclusion in this section are those where teacher induction is practised. This section will explore the characteristics of induction programmes in several countries in Europe, Asia, USA, Australia and Africa. These include England (Jones, 2002); Australia, (Mc Cormack and Thomas, 2003); United States (Arends, 1994; Totterdell et al. 2004); China-Shanghai, Japan, Switzerland, New Zealand, France (Britton et al. 2006; Wong et al. 2005,) Sweden (Lindgren, 2005) and Scotland, (Draper et al. 2004). Attention has been paid to some African countries because Seychelles is notionally part of Africa, for example as a member of the Association for the Development of Education in Africa (ADEA). Malta is included because it provides the only published literature relating to SIDS. Many researchers have conducted small-scale studies of the induction

process in the Seychelles (Leste, 1998; Simeon, 1996; Barallon, 2003; Alcindor, 2004; Estico, 2005; Labiche, 2006; Benstrong, 2006; Jean-Louis, 2008; Morel, 2008 and Ah-Kon, 2009). A review of these findings will be presented and linked to the author's research.

Induction Programmes in Europe

The need to support beginning teachers has led many countries to reform their educational systems. In this section, induction programmes in Switzerland and France (Wong et al. 2005) will be examined along with England and Scotland (Jones, 2002; Draper et al. 2004).

Switzerland and France

Wong et al. (2005) provides a summary of a study done by Britton et al. (2003) carried out in five countries. Two countries namely Switzerland and France will be studied (other induction programmes will feature within their relevant continents). In Switzerland: 'beginning teachers are viewed as professionals, and induction focuses on the development of the person as well as on the development of the professional' (Wong et al. 2005:380). Induction begins while the students are on training and continues throughout their teaching career. In contrast, in France 'a new teacher is referred to as a *stagiaire* which translates roughly as someone who is undertaking a stage of development or formation' (Op cit: 382). They are supported by a

pedagogical advisor and the *stagiaires* observe each other's classes. Though these countries view the status of their beginning teachers differently, there is a common view that new teachers should be supported and developed professionally. Both countries have well structured induction programmes where the beginning teachers are appointed with one or more mentors, and the mentees network to gain expertise on issues such as classroom management, lesson planning and teaching strategies. The mentors are paid for their services and are current active teachers. Furthermore these mentors are developed professionally through training they have to undergo (Wong et al. 2005).

England

There have been numerous educational reforms in England in the past two decades with the aim of improving the quality of teaching (Jones, 2002). One such reform is the introduction of: 'induction ... in September 1999 [which] must be served by all NQTs who obtained Qualified Teacher Status after the 7 May 1999 and wish to be employed in maintained and non-maintained ... schools' (Totterdell et al' 2004:4). Jones (2002) indicates that the induction programme

aimed to achieve a degree of standardisation in the implementation of induction procedures for newly qualified teachers and at the same time facilitate effective transition from training to employment, underpinned by the concept of continuing professional development (Jones, 2002:509).

Jones (2002) adds that, prior to: ‘the introduction of a statutory induction period, the process of induction across all schools was characterized by a lack of coordination, consistency and systematic approach’ (Op cit: 510). Jones (2002) reported on a case study research that was carried out with the aim of evaluating the new statutory induction programme from the perspective of 10 newly qualified teachers. The main findings were summarised as follows:

- 1 The NQTs benefited from the induction programme where they were supported, guided, monitored and assessed.
- 2 There were: ‘three dimensions through which support were provided. They were located on a technical/structural level, reflected in the delivery of the induction programme, a personal/pastoral level, which manifested itself in the relationship between the newly qualified teacher and the induction tutor/head of department, and a socio-cultural level inherent in the school’s practices, procedures and values’ (Op cit: 520).
- 3 The newly qualified teachers favoured a: ‘collaborative model of induction’ which enabled them to interact with other experienced teachers or novice teachers and not only in a professional capacity (op cit: 516).
- 4 Despite these positive comments, not all the respondents:
‘enjoyed the benefit of well organised and well resourced

departments, where colleagues engaged in collaborative practices and dialogue (Op cit: 523). Evidence is portrayed in this respondent's comment:

I am glad to be finishing the school completely. Because I handed my notice in, and I'll be leaving by the end of this term. It's a combination of reasons, really. But ... partly, it has to do with the fact that the induction year has been virtually non-existent. I haven't really had any support at all from the so-called induction tutor. (Francis) (op cit: 514).

Scotland

Scotland also introduced reforms regarding the induction and professional development of NQTs. 'In August 2002 new teachers joined the Teacher Induction scheme, which involved a number of significant differences from earlier models. [All NQTs] completing their ITE in Scotland were entitled to a one-year training post' (Draper, et al. 2004:204-205). The induction programme could be summarised as follows:

- 1 New teachers had a 70% teaching load and 30% of the time dedicated for professional development.
- 2 The NQT has a reduced salary.
- 3 They were allocated a mentor who is an experienced practitioner.
- 4 The mentor was given 10% time off each week to carry out the mentoring tasks.

- 5 The NQTs had to ‘produce a portfolio of evidence to show that they had met the newly introduced SFR [Standard for Full Registration], against a background of structured observation and development opportunities’ (Op cit: 205)

A study was carried out to gather the experiences of secondary probationers and their supporters in the first year of the scheme. These case studies were carried out in 12 secondary schools, one in each of 12 different local authorities. The respondents were the probationers and their mentors both at departmental and whole-school level. They were interviewed and documents pertaining to the scheme were consulted. The people with the overall responsibility for the probationers in the 32 education authorities in Scotland were sent a questionnaire to which 78% of them responded. Data was gathered from the probationers through an online questionnaire. The findings revealed that:

1. the induction programme was a centralised one where the Scottish ‘Education Authority’ was directly involved in the induction programme;
2. supporting the probationers by providing CPD opportunities;
3. supporting school staff with information, training and materials;
4. supporting schools in the case of a failing probationer;
5. the probationers were satisfied with the support provided, especially at departmental level.

6. the mentees had regular contact with their mentors through occasional meetings either in groups or individually or through regular meetings to discuss generic issues;
7. provision to observe classes were made by some schools and the probationers were encouraged to investigate areas of interest in other subjects and extracurricular activities;
8. the probationers favoured the CPD sessions where they had the opportunity to meet and exchange ideas, share experiences with other probationers and had the opportunity to request sessions they needed;
9. there was a lack of coordination between some schools and the local authority where CPD was concerned as reported by Draper et al. (2004:208)

probationers in one authority reported [that] an important topic dealt with by the school early on [was] repeated much later by the authority.

- 10 some important information was disseminated in optional twilight events rather than at compulsory events which most people attended.

This evidence suggests that the induction programmes in both English and Scottish educational systems do make provision for the NQTs to be supported, monitored, integrated in school life, given opportunities to

develop professionally and assessed by the end of the year in order to gain their qualified teacher status.

Sweden

Mentoring for new teachers has been established since 2001. It is seen as a bridge needed for the smooth transition from student teacher to that of a teacher (Lindgren, 2005). In research carried out in 2002, Lindgren targeted ten newly recruited teachers, of whom seven participated, five women and two men, from elementary and secondary schools. The method of collecting data consisted of interviews four times in that year; at the beginning, twice during the year and at the end. According to the researcher, the four phases of research were chosen with the purpose of gaining a thorough understanding of the most apparent effects of mentoring on the new teachers. Lindgren (2005) indicated that mentors are experienced teachers who were trained before taking up the job of mentoring. The mentors were expected to hold weekly or fortnightly meetings with their mentees and five respondents agreed that they met their mentors. It is reported that the meetings lasted for about one to two hours. The mentor-mentee relationship might not always work. The findings indicated that one mentee requested a change of mentor while another one's contact with the mentor decreased when s/he developed a collegial relationship with a teacher from a parallel class.

The findings revealed that the topics of the meetings were based on current issues such as how to cope with pupils facing difficulties, getting advice on instructional practice, and on tasks that the teachers had to perform, instead of a planned agenda.

The mentees who participated in this study felt that the mentoring support has helped them to develop both professionally and personally. Moreover, the experience of mentoring has helped them to seek help from a more experienced teacher without any fear of being judged. The aspect of confidentiality is another successful aspect of the mentoring programme. However, the results showed that mentoring programmes need to be evaluated and revised as the respondents had not seemed to be reflecting on their practices thoroughly and their mentors, though trained, had not put enough emphasis on this aspect.

Induction Programmes in Asia

Two Asian countries featured in Wong et al. (2005) summary; China (Shanghai) and Japan. Both countries regard the teaching profession highly: ‘... teaching is viewed as a public activity, open to scrutiny by many’ (Op cit: 382). The new teachers are engaged in collaborative learning situations. In China the:

teaching culture... features research groups and collective lesson planning [where] ... all teachers learn to engage in joint work to support their teaching and personal learning, as well as the learning of their pupils (Op cit: 380).

In Japan teaching is seen as a: 'high status occupation' [where] new teachers receive help from many teachers, since veteran teachers believe it is their responsibility to help new teachers to become successful' (Op cit: 382). Thus, the two Asian countries ensure that new teachers are given the chance to socialise at both organisational and professional levels that may ensure that effective learning and teaching take place. These opportunities arise through time given for new and veteran teachers to engage in teaching, research and discussion of classroom observations as both countries view teaching as a life long profession (Wong et al. 2005).

Induction Programmes in the USA

Induction programmes in several states in the United States of America are now being reviewed. Britton et al. (2006:2) point out: 'that about 30 states now require or provide funds for districts to offer induction experiences for new teachers'. They add that induction of new teachers may not be funded and supported equally in all the states. This is due to some states being under funded and thus unable to provide the support needed for their new teachers. Britton et al. (2006:3) summarise US programmes as follows:

1. induction programmes go on to increase [the] novice's skill with general teaching abilities they learned in teacher preparation, such as handling discipline problems and using effective questioning

techniques (p.3);

2. few induction programs include a subject-specific focus, for example, deepening new teachers' understanding of how to teach mathematics and science (although this type of mentoring is done in California);
3. It is rare for a U.S teacher to be observed by another teacher ... and subsequently to discuss ways of improving instruction in a subject;
4. US induction programs generally deal with [basic professional skills] of teaching only as problems arise;
5. Some common periods of non-instructional time for novices and their mentors are scheduled so that they can work together;
6. some new teachers are urged to take on 'non-instructional duties' as a means of being hired in some schools as: 'veteran faculty regard this as a rite of passage - they went through it at the beginning, so new teachers should bear these hardships as well' (p.6);
7. one-on-one mentoring is the most prevalent U.S strategy for supporting new teachers.

Researchers have studied some induction programmes closely. In California, for example, Wood (2005) portrayed success stories where the principals, through their active involvement in the induction programme, have managed to create school cultures where new and experienced teachers collaborate actively thus forming communities of practices and learning.

Induction Programmes in New South Wales, Australia

As in the other countries reviewed so far, Australian states have also seen the need to support their new teachers through an induction programme. A study was carried out: ‘to understand the induction process from both the teaching processes and the school socialisation aspects as they impact on a group of beginning teachers entering the workforce’ (McCormack and Thomas; 2003:127). Furthermore, the New South Wales Department of Education and Training (NSW DET) : ‘ has developed a suggested induction programme for beginning teachers ...[which] offers support to beginning teachers at three levels – state, district and school’ (Op cit). Thus the study Mc Cormack and Thomas investigated the impact of the:

‘ induction process from both the teaching processes and school socialisation aspects...’ on a group of beginning teachers (Op cit: 127). The authors conclude that:

1. Beginning teachers in New South Wales have a centralised induction programme to follow.
2. The common form of induction was provided informally through colleagues and formally through executive members of the school.
3. although the NSW DET has developed and implemented a three tier beginning teacher induction programme including comprehensive,

planned and written support resources and a kit only 64% of the participant had access to the documentation which generated this programme (Op cit:133).

4. The formal induction sessions conducted by the executive and the school principal were found to be the least valuable as they focused on administrative issues rather than teaching and the socialisation process within the school.

5. Beginning teachers were given a teaching load and some had to take on additional duties such as covering for absent teachers and providing extra curricular activities, e.g. sport organiser.

6. though allocated: ‘a supervisor/mentor, the mentoring process, responsibilities and expectations of assessment were not clearly defined’ (Op cit:132).

7. 44% of the respondents perceived that their mentors had not been adequately trained or aware of their responsibilities.

8. the beginning teachers stated that they lacked support ‘ in areas of programming and dealing with students’ individual needs’ (Op cit:131) and they experienced difficulties regarding classroom management as the management was not supportive.

9. the primary graduates valued formal induction sessions outside their schools more highly than their secondary counterparts.

10. the primary respondents had more contact time with their mentors

through team teaching or teaching similar grades compared to their secondary counterparts whose mentors were often executive teachers or teachers from other faculties not related to their specialist area of teaching.

This picture of induction in New South Wales shows that having a centralised induction system does not mean that all beginning teachers are being supported. Furthermore, it shows that the commitment of all the stakeholders plays a major role in its effective implementation from the first induction meeting to the mentoring process.

Induction programmes in New Zealand

New Zealand has adopted a member model of induction (Moskovitz, and Stephens, 1997) and is centralised. According to Wong et al. (2005), this induction phase is called the Advice and Guidance (AG) programme, which is viewed as the initial phase of a teacher's professional development. Though the programme is a state mandated one, research has shown that its quality varies widely. Hence, teacher induction is viewed to be important because the schools have to implement the AG program and teachers who have been registered provisionally have to document the support received during their first two years to secure a permanent teaching certificate. An AG coordinator oversees the implementation of the programme but the first

line mentors are the heads of department, with peers and other school staff participating to a lesser extent.

Teacher Induction around the Pacific Rim

Teachers in the Pacific also find the first year of teaching challenging and stressful where they are in full control of their classes and have to assume the responsibility of a full time teacher (Moskovitz and Stephens, 1997). They found that teacher induction programmes in Australia (Northern Territory), Japan, and New Zealand held the following characteristics:

- operate with a culture of shared responsibility
- have an environment where all professionals take active roles in a new teacher's acculturation and transition
- pursue a multi-pronged set of support strategies, including mentoring, modelling good teacher practice, orientations, and in-service training and
- focused on assisting new teachers and not on assessing their competence.

(Moskovitz and Stephens, 1997: vii).

The authors also note that the teacher induction programmes in these countries were unique to their individual countries and focused on their needs, culture, tradition and context. These induction programmes have characteristics such as:

1 A culture of shared responsibility and support

‘there exists a culture of shared responsibility among experienced teachers to help beginning teachers ... develop their skills and to experience a smoother transition into the profession’ (Op cit: vii).

2 Interaction of new and experienced teachers

These induction programmes encouraged new and veteran teachers to: ‘move frequently between one another’s classrooms for visitations, observations, assessments, and advice’. [Op cit: vii]

3 Continuum of professional Development

‘Supportive programs trust new teachers as professionals... [but they] are not expected to do the same job or possess the same skills as veteran teachers’. (Op cit: ix).

4 Down – played assessment

The induction programmes viewed assessment as a means to provide support hence: ‘teachers do not feel threatened or even uncomfortable about being observed, or about asking questions they fear will reveal professional inadequacies’ (Op cit: ix).

The study revealed that there are various levels of authority responsible for teacher induction. These are mainly:

- Member model

The government is responsible for the design, funding, implementation and monitoring of the teacher induction programme. This model is being implemented in Japan, Papua New Guinea and Chinese Taipei.

- Jurisdiction model

The state or territory develops and implements the teacher induction programme.

- School-level model

The schools' principals, teachers and other members of staff are responsible for developing and implementing the new teachers' induction programme. This model stems from educational reforms featuring decentralization and is practiced in Brunei, Darussalam, New Zealand and Singapore (Op cit: x-xi).

Moskovitz and Stephens, (1997: xi) argue that the induction programme existing in the member countries may: 'affect the degree of structure and variability of programs' but agree that: 'the individual context within which a model exists is a more important factor for 'success' than is the model, itself'. They emphasized that the models studied were effective in the context where they have been developed.

Teacher Induction in Malta

Malta is an island state in the Mediterranean. It is particularly significant for the author's research because it is a small island state. According to Bezzina, Stanyer and Bezzina (2005:17),:

Teachers are not provided with support mechanisms at the school site that help them settle down and be gradually inducted into the teaching profession. Thus the induction phase is currently non-existent in Malta.

Hence, Bezzina et al. (2005); study had the main purpose of portraying beginning Maltese teachers' experiences of their first year of full time teaching, how the country's education system could be improved in order to facilitate these teachers to settle down in schools and to identify areas which can facilitate their induction and continuing professional development (CPD) (Bezzina et al. 2005). Their sample consisted of a cohort who graduated between 1999 and 2001; a total of 978 teachers completing a B.Ed, or PGCE, to teach at Primary or secondary level. 480 teachers were chosen at random and questionnaires were posted to them of which 261 (54.4%) participated. Data was gathered through questionnaire survey followed by semi-structured interviews (p.23).

The findings show that the challenges new teachers face during their first year of teaching are: "coping with mixed ability classes (78.9%), class discipline (66.3%) and curriculum demands (58.6%) (p.27). According to the findings the main reasons for the challenges are "not enough experience"

(60.9%), the ‘course was not appropriate enough’ (41.8%) and ‘lack of support from the education authorities’ (31.4%)” (Bezzina et al. 2005:29).

Professional development was another area touched upon in this research. The majority of the teachers wanted more help and their main preferences were: ‘resources’, ‘team work’ and ‘an experienced colleague’ (Op cit: 29-30).

- 1 The teachers with one year of experience felt the need for a mentor (35.7%) much more than their colleagues with two (15.9%) or three years (17.8%) ...of experience respectively.
- 2 The majority of teachers believed that professional development is necessary to keep up to date with developments in the teaching profession (Op cit: 30).

Moreover, the main type of professional development of the teachers is through ‘INSET Courses’. The constraints related to lack of professional development initiatives in schools were, time constraints, reluctance to change and a lack of financial resources. The first year teachers pointed out that a lack of cooperation was the top reason (Bezzina et al. 2005). Thus, Bezzina et al. (2005:34) recommended that beginning teachers: ‘should be provided with professional support [through] a mentor’ and ‘the education authorities and the school head need to create a culture of professional

discourse in their schools so as to nurture a culture of collaboration amongst all teachers’.

Teacher Induction in Africa

The Seychelles is notionally part of the African context despite its remoteness from the mainland. Literature on induction or mentoring in the African context is very limited. However, there is some material from Kenya, Zimbabwe and Ghana.

Kenya

Wanzare and Ward (2000:265) argue that the Kenyan government is concerned about the quality of education and has thus: ‘invested substantial amounts of financial and human resources directed towards in-service training programmes for teachers’. However, they argued that:

little consideration has been given to developing services which would increase teacher commitment, motivation, and self-fulfilment, make teachers feel secure and confident about themselves as professionals, and promote pupil learning through improved teacher performance. (Op cit).

Wanzare and Ward (2000) say that induction forms part of professional development. They refer to Lodiaga, (1987) who identified three forms of professional development; *induction* which involves: ‘a series of events involving explanations given to new employees of what their jobs entail’

(p.268), *attachment/internships* where: ‘a teacher works alongside a more experienced officer in order to learn some new skills’ (Op cit) and *strategic posting/staff rotation* where: ‘educators are assigned to different locations to give them varied experience’ (Op cit). Wanzare and Ward’s (2000) study revealed that there are many constraints pertaining to staff development and hence made several proposals for staff development in the future. These are: ‘teacher empowerment, instructional supervision and evaluation, external support, induction and schools’ contribution’ (p.269) as: ‘teachers should be given the opportunity to develop the standards required by their profession’ (Op cit). The two authors made the following recommendations with regards to induction;

- 1 ‘Staff development strategies for the twenty-first century in Kenya should include continuous, well-planned, school-based induction programs for beginning teachers...[for these new teachers] often face several problems associated with inadequate induction: lack of instructional resources, heavy workloads, undefined professional expectations, a sink-or-swim attitude, and cultural shock’ (p.272)
- 2 ‘Schools need to devise appropriate professional induction seminars and workshops for new teachers to extend their professional knowledge and skills acquired during pre-service training’ (Op cit) and
- 3 ‘Head teachers should demonstrate a commitment to continuing

professional induction of teachers in their schools' (Op cit).

Zimbabwe

Mtsetwa and Thompson (2000) examined: 'the notions of professional development and the role of mentoring in it... [and they argue that] there is little or no relevant literature derived from a Zimbabwean experience' (p.312). According to them, 'most of the mentoring that has been considered and formally reported is for experienced teachers assisting pre-service teachers under preparation or newly beginning teachers (induction)' (p.317). These authors do not elaborate on this finding and also fail to reveal the source of their findings.

Ghana

Cobbold (2007) analysed current teacher education policy in Ghana, where new teachers are assumed to be certified through their college or university examinations. The researcher stipulates that: '[t]here is no official policy on induction and mentoring' (p.13) in the country. Cobbold refers to the Ghana Education Service (1999) document which indicates that, in basic schools, head teachers have the responsibility for inducting new teachers by allocating them their classes and providing the resources needed for teaching. He/she explains that head teachers help new teachers to settle down in the community by finding housing and ensuring they are paid on

time. According to him/her, the lack of an induction policy is contributing to teachers feeling neglected and thus leaving the profession. Hence, a model of a two year mandatory induction is proposed. The model focuses on the unique needs of the country's education system and the context in which new teachers operate. The model encompasses a license at the end of the two years, new teachers' professional development, selection and training of mentors and assessment procedures.

Teacher induction and mentoring in Seychelles

The induction of new teachers in the education system is an issue which has pre-occupied Seychellois researchers and Ministry personnel, especially those in positions of responsibility directly involved with schools. According to the "Induction Booklet for the Ministry of Education and Youth", induction has been defined as 'the process of socialisation, adjustments to the procedures, policies and culture of an organisation [and] the process of receiving and welcoming employees when they first join a company, in giving them the basic information they need to settle down quickly to happily start work' (Ministry of Education, 2006a:1). This definition suggests an intention to facilitate the integration process and adhere to administrative norms but very little is revealed concerning the professional development of the new teacher.

The booklet is new but the problems of induction are well established. Leste (1998) researched new teachers graduating from a B.Ed course that linked the School of Education of Seychelles Polytechnic with the Centre of International Education at the University of Sussex. His findings revealed: 'Although not all the returned B.Ed graduates in this study are newly qualified teachers, all returnees still have to re-orientate themselves to the system' (Leste, 1998:10). Furthermore, Leste, carried out two case studies which illustrated that these new teachers encountered the: 'sink or swim' situation upon their return, some teachers felt alienated and breakdown in communication affected them (Op cit: 11). The findings from the case studies undertaken provided: 'evidence of inadequate support' (Op cit: 15). Leste developed a grounded induction model which would provide support on different levels; 'administrative support', collegial support and specialized support' (Op cit: 19-20). The model suggested that the Ministry of Education should involve schools to devise an induction programme centrally as 'Within the central induction programme, negotiations about the support in schools, teaching load, time allocated to professional development activities, supervision and availability of resources could be worked out' (Op cit:19). Moreover, Leste suggested that the head teacher needs to play an important role in supporting new returned teachers and this could be done by initiating and developing a system of collegial support and

encouraging teachers to carry out: ‘action research/research to improve classrooms and schools’ (Op cit:20).

Simeon (1996) showed that there have been attempts to develop the concept of mentoring in the Seychelles schools in regards to aiding and supporting teacher – trainees while on teaching practice blocks in the schools. Simeon (1996:6) stated: ‘There was no indication that the roles of the practice schools and the teacher education establishment were complementary’. Hence,: ‘As a result, teachers in whose classrooms student teachers were placed did not feel directly responsible for their training, and were not involved to the maximum in helping student teachers to improve their practice through proper diagnosis and needs analysis, as well as reflection on, and evaluation of their performance’ (Op cit:6). This led to the introduction of a “Mentoring scheme in I.T.T” in Seychelles, which was piloted, but there is little evidence of a formalised mentorship scheme being applied in schools. Nevertheless, these findings have not deterred emerging researchers from investigating induction and mentoring in schools. Barallon, (2003) examined the effectiveness of initial secondary teacher education and training in the Seychelles. She investigated whether newly qualified teachers were inducted in the schools. Furthermore, she enquired whether trainee teachers are inducted in the placement schools they go for teaching practice. Her findings revealed that 30% of newly qualified

teachers have been inducted in their schools compared to 20% of trainees who have been inducted at the NIE (training institution). 75% of the trainees and 50% of the newly qualified teachers have undergone a mentoring programme in the schools. Those who had experienced such programmes stated that they took place in the secondary schools while they were on teaching practice and that their mentors were their lecturers, experienced teachers and their heads of department (Op cit). Barallon adds that the trainees' and the graduates' responses contradicted those of the senior managers who stated that all trainees and graduates are inducted when they join the school either for teaching practice or as a full time teacher. Her investigation revealed that mentorship programmes exist in six out of seven schools but on an informal basis only.

The issue of mentoring is highlighted in Alcindor's (2004) research which focused on examining factors that are affecting students' performance in mathematics. Her case study revealed that the studies coordinators for the cycles under investigation responded that they provided support to the teachers through assisting with resources, planning assessments, through discussions and providing feedback after carrying out classroom observations. Alcindor's findings denote that a mentorship scheme is being applied in that school though the words 'mentor' or 'mentoring' do not appear to be part of the studies coordinators' vocabulary as they used the

word 'support' instead. Her findings show that the teachers, on the contrary, felt that they are not being supported enough. This is highlighted in the excerpts below:

-‘The studies coordinator needs to play a more active role in supporting the teachers’;

-‘The studies coordinators should not be doing an inspectorial role, rather she should be working alongside teachers and pupils, to identify weaknesses, monitor the curriculum and provide assistance for improvement’;

‘-The teachers and studies coordinators should work in close collaboration, but this is not happening and most of the time you work in isolation’;

‘-Studies coordinators expect a lot from the teachers but give very little’ (Alcindor, 2004:48).

Estico (2005) investigated how teachers are inducted in secondary schools. In a case study of two secondary schools, Estico discovered that the head teacher and deputy heads are: ‘slightly involved in the initial stage of the induction but not in the mentoring stage’ (p. 72). In the schools, induction is carried out over a period of a week. The findings from interviews with six NQTs indicate that some NQTs were allocated mentors, mostly their HoDs, and that NQTs have mixed opinions of them. Those whose mentors

supported them: ‘were confident and they valued their contact time as it was good for lesson preparation, advice, guidance, examinations and assessment preparation’ (p.72). Contrary to the positive mentoring enjoyed by some, however, two NQTs indicated that they had limited support and only one visit per week during their probation period (Op cit). Estico’s findings reveal that there is no policy regarding induction in the country but induction is regarded as the: ‘responsibility of Senior Management and Heads of Department (HoDs)’ (p.90).

Labiche (2006) carried out research to investigate the roles of heads of department in the secondary schools. She carried out a survey through questionnaires, and targeted 30 HoDs with the aim of knowing how these people perceive their roles as middle managers. There was a 90% response rate and the findings that: ‘only a small number of HoDs ... pointed out that they must undertake regular monitoring and mentoring of their teachers’ (p.53). This claim was supported by the findings of the documentary analysis carried out where the data indicate that the HoDs were not carrying out frequent visits to monitor and assist teachers in their classrooms. Similarly, interviews carried out with the senior management of one case school indicated that: ‘HoDs are over friendly with their teachers and find it difficult to give them directives’ (p.54). This is a practice typical with the small island culture where everyone knows one another. In an attempt to

find out what prevented the HoDs from fulfilling their roles effectively, Labiche (2006) shows that very few HoDs have been trained to fulfil their new roles, and there is no period of probation before being confirmed in post, leading the author to conclude that these HoDs: ‘still do not understand the enormity of their roles and responsibilities at school level’ (p.59). Her findings revealed that staff absenteeism and negative attitudes compound the HoDs’ difficulties in enacting their roles and responsibilities.

Benstrong (2006) studied two primary schools of a similar size. She surveyed the teachers using the questionnaire targeting newly qualified teachers, supply teachers (not trained) with a few years of experience, and experienced qualified teachers. The findings from the questionnaires revealed that 53% of the teachers at Sunny Beach School, and 42% at Beau Belle School, were inducted. The analysis of both sets of data indicated that the: ‘Induction Programme focused on teaching staff, school environment, pupils population and timetable’ (p.72). Benstrong pointed out that those who underwent such programmes claimed that it enabled them to know what was expected of them, and to understand their responsibilities.

Interviews of school leaders were carried out with two head teachers and group interviews were carried out with eight middle managers. This included the subject coordinators and 2 teachers in charge of crèches. All the school leaders stated that: ‘no formal induction programme’ (p.86)

existed in their schools but they added that the teachers are familiarised with the school environment and curriculum. One of her case study results show that the subject coordinators claimed to observe each teacher teaching: '5 times over the last year or two' (p.51) but those with 'teaching needs' (Op cit) are monitored more. The findings portray the school leaders' lack of involvement in inducting their teachers and suggest that this results from not viewing induction as a priority. In investigating the aspect of mentoring, the findings have revealed that the subject coordinators are the mentors and they use experienced teachers to enact this role too. Both groups of school leaders interviewed, claimed that mentoring is beneficial because the teachers who are mentored develop better teaching skills, are able to set new targets, act upon suggestions in order to improve their weaknesses, become more analytical, motivated and more committed. The respondents claimed that, when teachers show commitment, this has a positive effect on the children. It is clear from this research (Benstrong, 2006) that both induction and mentoring are not yet institutionalised in schools in the Seychelles.

In 2008, two Seychellois researchers investigated aspects of mentoring in schools. In his research on how senior and middle managers in two secondary schools ensure accountability for effective teaching and learning, Jean-Louis (2008) showed that their senior leaders perceive that mentoring happens after monitoring of teachers' practice has been done and feedback

provided. His findings indicate that teachers and HoDs claim that the senior leaders are not supportive enough. In relation to mentoring, his findings revealed that: 'feedback is not offered promptly [thus indicating] that mentoring is not done systematically and consistently' (p.73). Mentoring is not happening in a systematic manner in the two schools. Jean-Louis' analysis of documents revealed that the haphazard way that mentoring is being practiced has featured as an area of concern in the schools' yearly reports thus concluding that this is so due to the school leaders' lack of training in this area. This finding is similar to Morel's (2008: 79) research on school based mentoring in initial education where her findings denote that: 'Seychelles do not make provision for a trained mentor'. She discovered that mentoring was being done differently in the schools investigated where some mentors were helpful while others took the time off to attend to personal matters instead of being available to help the trainee teachers. She proposed that mentors need to be trained so that they could support the trainee teachers and, moreover, once these teachers are qualified, the support should be available to them during their first year of teaching.

The concerns that 'Seychellois' researchers have for the teaching force has not abated thus in 2009, Hoareau investigated the induction and mentoring of NQTs in primary schools. She focused on the effectiveness of both programmes. She targeted 20 NQTs from the primary cohort of new

teachers exiting the NIE, through a questionnaire survey with the purpose of knowing their perceptions of the support provided by their schools in their first year of teaching through induction and mentoring programmes. The results yielded that the NQTs were oriented in the schools and 89% of the NQTs claimed that their induction lasted less than a week. Hoareau pointed out that the results contrasted with those of the eight subject coordinators interviewed, as 88% of them claimed that the induction period ranged for one week to a year. The difference between the NQTs and subject coordinators' response could signify that both groups of respondents view induction differently and that no formal induction guidelines exist. Further analysis of that questionnaire results indicate that the NQTs found the induction period as limited and claimed that schools should have well-structured on-going programmes.

Hoareau consulted documents and other school policies. The data revealed that schools should have a: 'clear set of guidelines or policies to ensure consistency in the professional development of all NQTs' (p.69).

Moreover, in investigating the type of support NQTs receive during their first year of teaching, Hoareau (2009) revealed that it was related to instructional support and classroom management. Her findings illustrate that many challenges impede the effective induction and mentoring practices in the primary schools. These are:

- there is no link between the teacher training institution and the schools once the trainees are qualified. The interview carried out with the Head of Programme for the Primary course at the NIE indicates that no document containing the NQTs strengths and weaknesses, and which areas need immediate support, are handed over to the schools.
- the NQTs are given a full teaching load thus providing a constraint for time to be made available for mentoring activities; “The heavy workload of both mentor and mentee resulted in lack of time for observations to be conducted, for giving of feedback and discuss follow up activities” (p.76).
- teacher absenteeism is another reason stopping mentors from carrying out their duties effectively.

Though many challenges exist, Hoareau (2009) revealed that the NQTs claimed to have had some form of support and benefited from this to develop sound teaching and communication skills, being able to apply some effective teaching techniques, and having a boost of confidence in lesson delivery, thus feeling that they have become effective teachers.

Consequently, Hoareau indicated that, if the Seychelles is to have meaningful induction and mentoring practices in its schools, more effort

need to be invested in the formulation of policies, and in closer collaboration between NIE and schools. She suggested that a career entry profile should be introduced as a way to facilitate the transition from a student teacher to NQT.

The research carried out in the past few years indicates that there is a need for a national effort to be made in ensuring that NQTs are supported whilst placed in schools. This is confirmed by Ah-Kon (2009) whose investigation into factors which contribute to the problem of teacher retention in Seychelles show that: ‘proper induction and mentoring programmes, fair distribution of timetables, classes and classrooms will surely help to retain novice teachers’ (p.85).

Though limited empirical evidence could be found relating to induction and mentoring in the Seychelles, the researchers’ findings have shown that these processes are under review. Leste (1998:21) proposed that professional development of personnel in schools may be implemented through a: ‘School Improvement Project’. Progress in this area is evident through the introduction of the School Improvement Programme (SIP) in all primary and secondary schools in 1995. The SIP secretariat provides training to empower school leaders and managers in order to help them develop and see through their development plans. The aspect of mentoring has not been neglected. Documentary evidence of training carried out shows that school

management teams have had opportunities to be trained about the concept of mentoring. Such training was carried out in 2003 -2004, where heads of department in secondary schools, studies coordinators in primary schools and teachers in charge of crèches have had the chance to attend workshops held on Mahe and the inner islands. To date there is no evidence of any research done to test the impact of this training in the schools.

(SIP Secretariat 2003 – 2004).

Many researchers from Seychelles have investigated induction and mentoring but their findings have focused on one particular sample- either primary or secondary NQTs. The present research provides a broad spectrum of induction in Seychelles as it focuses on both primary and secondary NQTs. The outcomes provide a holistic outlook of this process in schools of the Seychelles. The previous studies provide a longitudinal outlook of the process and from the present research one can deduce the extent to which the induction process has evolved over a period of twelve years.

An induction programme for NQTs in Seychelles

The literature review shows that induction is paramount in retaining teachers in the profession (Bush and Middlewood, 2005; Gilles and Wilson, 2004; Tickle, 2000). An induction process should span over a couple of

years. This should begin with a meeting with the principal/headteacher and the management team some time before the beginning of the term. Knowing one's colleagues (Feiman-Nemser, 2001) is important in order to establish relationships and understanding the culture of the school (Angelle, 2006; Coleman, 1997). A general staff meeting with introductions of all staff members, and where the school's achievements and development needs are discussed, is important before the new term begins. An NQT must have adequate knowledge and skills in order to be able to adjust to the situation in which he/she teaches (Good, Mc Caslin, Tsang, Zhang, Wiley, Long (2009). Mentoring is an important aspect of the induction process (Olebe's, 2005. Wong et al. 2005). A good matching of a mentee with a mentor (Long, 2009; Mullinix, 2002) is important for the NQT to achieve effective performance (Chi-Kin and Shengyao, 2007) and to reflect about their teaching (Lindgren, 2005; Gilles and Wilson, 2004). A customised induction programme (Lynn, 2002) should be drawn up to cater for the NQT's needs, linked to the school's vision of teaching and learning. Mentors are considered as role models thus time has to be set aside for them to meet their mentees, carry out demonstration lessons, for peer observation and professional dialogue. Thus, about one to two hours per week should be set aside for this to happen.

The headteacher should emulate an instructional leadership role (Angelle, 2006; Wood, 2005) which over time could evolve into transformational

leadership. The headteacher has to show commitment to the induction process and make time available to interact with the NQT either at class level or socially (Wood, 2005). Moreover, socialisation is a crucial factor in the retention of NQTS (Lynn, 2002; Totterdell et al. 2004). The induction programme should advocate the dialectical model of socialisation (Hung Cheng and Chee Pang, 1997) which will encourage a professional culture of hard work, sharing, collaboration and innovation among teachers to exist. Hence, time set aside for informal socialisation among staff is important to help NQTs to integrate and get to know his/her colleagues better.

Professional development opportunities for NQTs to meet others are necessary for renewal of motivation, sharing and networking to thrive (McCormack and Thomas, 2003). This can take place regionally where NQTs meet their peers to debrief about teaching and learning thus having a forum to discuss, reflect and grow professionally. Mentors too, need the same opportunities to meet other mentors and thus have the chance to evaluate their practices and acquire new knowledge and skills (Long, 2009).

Empirical evidence of Mentoring

Mentoring is regarded as an essential component of induction programmes. Kelley (2004) investigated why new teachers who have been inducted in the Partners In Education (PIE) Induction Program in Colorado in the US

remained in their teaching profession; 161 new teachers inducted in the PIE Induction program for 1988-1997 were still practising four years later. In a review of the PIE Induction Program, Kelley indicated that the programme:

emphasizes reflective teaching practices, individual mentoring from an expert teacher each week, frequent networking with other novice teachers, and inquiry- based graduate study tailored to each teacher's professional needs and classroom situation (p.440).

New teachers are supported and given scope for professional development through three approaches; 'intensive mentoring, cohort group networking and inquiry into practice' (Op cit: 442).

The literature on induction and mentoring programmes indicates that 'induction tutors', or 'supervisor/mentors', may be at any level from classroom teachers to members of the senior management team (Wong et al. 2005; McCormack and Thomas, 2003; Jones, 2002).

In her study of the PIE Induction program, Kelley (2004) revealed that mentor selection is highly competitive and mentors are teachers who excel in their classroom teaching, are committed and willing to be engaged in collegial practices and research, are committed to: 'professional growth and change' (Op cit) and have additional expertise in literacy, mathematics and classroom assessment.

These mentors are removed from their classes and trained to undertake varied roles such as providing individual assistance to new teachers through

coaching by modelling lessons, classroom observations, engaging their mentees to reflect and inquire in their teaching by examining students work and peer observations of lessons, helping the new teachers to set up their classrooms, review the curriculum, form relationships with parents and anything that will suit their mentees needs. In regards to professional development, the mentor is instrumental in guiding the mentee to collaborate with other teachers, facilitate district meetings where new teachers can meet those from other schools for seminars and sharing experiences.

Principals may play an active role in mentoring new teachers in their schools. Wood (2005) studied how principals perceive and interpret their lived experiences in the Californian State – sponsored, standards – based urban induction program. She carried out a case study in four schools; using the Likert scale survey for the principals , focus group meeting for the coordinators from 5 case study schools, focus group meetings of mentors and semi-structured interviews with novice teachers and principals. The findings exposed that principals participate and have the following roles:

- ‘builders of school culture’ (p.45) through organising and supporting: ‘instructional activities that promote professional relationships among novice and experienced teachers’ thus leading to improved morale and strengthening of the novice teachers’ self- concept (p. 45).

The principals in this study integrated the induction programme into the school culture by participating in the professional development induction

training with their new teachers.

- ‘instructional leaders’ (p.46) for these principals often modelled lessons for novice teachers and the study reveals that 25% of the case study teachers reported that their principals modelled lessons for them. Furthermore, the findings indicated that a quarter of all the district elementary principals conducted daily classroom visits compared to none of their secondary counterparts. Thus the study shows that all the principals gave ‘regular and systematic feedback’ (p.49) to their new teachers though the frequency of the feedback varies.

- ‘coordinator/facilitator of mentors’ (p.49)

‘The principals in the study were actively involved in supporting novice teachers at their sites. Most of them monitored ongoing relationships mentors had with their assigned novice teachers’ (p.50) and had regular contacts with both the mentors and novice teachers.

- ‘novice teachers recruiter’ (p.52)- these principals held a key role in the recruitment of new teachers and the study reveals that ‘novice teachers who were recruited by their principals started their teaching careers with a deep commitment to their site administrators that often influenced their retention in teaching’ (p.53).

- ‘novice teacher advocate/retainer’ (p.53) – the principals helped to retain their teachers by supporting them in ways such as organising ‘time for the new teachers to have site-based discussions about topics in their professional development training’ thus conveying that professional development issues learnt had to be : ‘discussed, debated, and applied in every teachers classroom’ (p.54). In addition, principals in the study: ‘advocated for professional growth of novice teachers by arranging and providing time for them to meet collaboratively with their mentors and discuss student work’ (Op cit). Thus, Wood (2005) argues that in the study the novice teachers regarded their principals’ interest and informal words of encouragement very highly and this influence whether they remain in the school or seek employment elsewhere.

Many studies have analysed beginning teachers’ perceptions of their mentors. A study conducted in Ireland revealed that the newly qualified teachers viewed their experience of teaching as rewarding this was found to be associated with having had a professionally and personally helpful principal or mentor (Killeavy and Scully, (2005). Studies carried out by Angelle (2006); Tillman (2005); and Wood (2004); revealed that new teachers also regarded their principals’ role as mentors highly. They are influenced to stay in the profession if they have had principals who are good instructional leaders.

A study was carried out with beginning English Language teachers at four major colleges which are part of Vietnam National University, Hanoi (VNU). Out of 40 targeted respondents, 31 beginning teachers participated and the results indicated that the majority of them felt that mentoring has helped increase their level of confidence about their competence in teaching and it has also enabled them to gain additional teaching knowledge and skills (Thi Mai Hoa, 2008). Moreover, the research indicated that the mentees perceived that a lack of knowledge about their mentors' role, the process of mentoring and access to mentors may lead to problems in the mentoring process. The mentees indicated that they initiated their own mentoring and thus those who had had some form of mentoring found that their mentors lack the ability to manage time effectively and their feedback was poor. They found that their mentors had effective teaching strategies but could not really work collaboratively. However, these mentees were satisfied with their mentors' professional competence, interpersonal skills and teaching experience. This shows that beginning teachers do need support and welcome mentoring activities, whether formal or informal.

The process of mentoring may impact on the professional development of the mentors. Killeavy and Scully (2005) report that the mentors involved in the study found their experience of mentoring: 'as the most valuable

professional development that they had experienced'. This is similar to another study carried out in Hong Kong, where Lopez-Real and Kwan (2005) surveyed all teachers who had become mentors to the initial teacher education programme offered by the University of Hong Kong between 1997 and 2001 through a questionnaire. They aimed at identifying these mentors perception of their professional development during mentoring. Since the questionnaire did not yield much information. Subsequent interviewing was done with 18 mentors who consented. 70% of the mentors revealed that mentoring new teachers has been a form of professional development which has occurred through self-reflection. The respondents indicated that, as role models and advisors, they felt: 'compelled to examine their own teaching approaches, techniques and attitudes in greater depth and more critically than they might normally do' (p.23). Furthermore, through 'observation of student teachers' lessons and the need to provide feedback', the mentors indicated that they had to 'analyse the differences between the student teacher's performance and their own "thus reflecting on their own teaching' (Op cit). The findings revealed that mentors learn from the student teachers directly through: 'innovative ideas and strategies employed by some student teachers' and indirectly: 'through mutual collaboration and sharing of ideas' between the mentee and the mentor (Op cit). Lopez-Real and Kwan (2005) argue that this indicates that the mentors: 'do not have an arrogant view of their position in relation to the student teacher' but rather

have: ‘a willingness to learn from whatever sources are appropriate and a perception that mentor and student teacher are equal partners in the learning process’ (Op cit). The university tutor is seen as being the least instrumental in the mentors’ professional development but those who have benefited indicated that they did so in post- lesson conferencing, and in analysing lessons, as mentors could participate in this process too.

Mentoring programmes can help mentors develop leadership skills. In a study carried out in Missouri, 25 mentors in the 2000-2001 school years Missouri Teaching Fellowship Program perceived that they developed professionally through relearning their practices by gaining a fresh outlook through the eyes of their mentees. Third year mentors were able to share their expertise with first and second year mentors, gaining new leadership skills such as taking information back and forth from other teachers to the principal. This role gave them: ‘a voice in agenda setting, decision-making and implementation of those ideas’ (Gilles and Wilson, 2004). These mentors indicated that they could gain leadership skills such as taking part and presenting in conferences and in-service training. Moreover, through their training, the mentors revealed that they had to perform numerous duties thus they managed to become assertive and thus could say ‘no’ when they could not manage some tasks given. This impacted well on them personally for they could have some time to pursue pleasurable activities.

The research concluded that mentors need to be supported too due to the expansion in their roles. Mentoring helped them to see the bigger picture as they could understand issues that teachers and principals face (Gilles and Wilson, 2004).

In another study carried in the South Texas region of the US, the views of mentors of first-year teachers were sought on the quality of teacher mentoring programmes in their school districts. Forty six mentors responded to a survey and the results revealed that mentoring programmes should have well defined roles. Further, 91.3% of the mentors felt that there is a need to create a climate which will encourage teachers to seek assistance.

Staff development, which was considered to be absolutely essential by the mentors, included instructional strategies that influenced student outcomes (56.5%), instructional strategies (56.6%), and strategies to better serve students in special population (60.9%) and workshops or conferences that provided professional development in the teacher's areas of education. Administrative support was seen as another factor in the effective mentoring of teachers. The mentors perceived that their roles and responsibilities need to be clearly defined. In addition, the results pointed out that these mentors

felt that they should provide support rather than supervise the new teachers in their care (Barrera, Bradley and Slate; 2010).

The beginning teachers or mentees may have the chance to experience a variety of activities, which may aid their professional development. Research on the mentees' perceptions has indicated that group discussions, about teaching processes, socialisation, and networking with experienced or less experienced colleagues, may have an impact on their professional development (Wood, 2004). These findings revealed that the respondents value those opportunities favourably (McCormack and Thomas, 2003; Jones, 2002; Wong et al. 2005). Flores (2001) states that beginning teachers believe that professional development or learning comes mostly from experience (Flores, 2001). In a longitudinal study carried out in Portugal in 1990/2000, 14 new teachers volunteered to participate. Data was gathered through semi-structured interviews and a questionnaire. The study aimed at investigating the influence of, and the interplay between, contextual and biographical factors on new teachers' professional learning and development throughout the first years of teaching (Flores, 2001: 135-136). The findings from the survey indicated that : 'teachers' professional learning took place neither during their initial teacher education (75%) nor during their teaching practice (59%)' (Op cit: 139). Furthermore:

Beginning teachers strongly believe that professional learning comes from experience. They emphasise that they learn by doing, and by

making continuing decisions about teaching and other job-related roles according to an idiosyncratic (and isolated) way which is very much influenced by their prior experiences as students (Flores, 2001: 139).

These findings suggest that beginning teachers have the opportunity to learn and develop professionally even if they are not involved in an induction or mentoring programme.

The type of opportunities that exist in the schools or districts may have an impact on the ways in which new teachers may develop professionally. Achinstein et al. (2004:558) study in California initially aimed at studying the impact that districts and schools have on teacher induction, but ended with:

an exploration of a multilayered system that unintentionally [produced] two tracks of teachers that reproduce inequities contributing to the well-documented achievement gap observed along the lines of race and social class.

Two new elementary teachers (Liz and Sam) in two districts were studied closely. Findings based on opportunities for their professional development revealed that the district (District A) with less amount of capital had a: ‘culture in which teachers were viewed as accountable to externally defined policies’ and thus offered Liz limited professional development based on implementing the district-adopted reading program sanctioned by the state (Op cit:578). On the contrary District B had a professional culture which: ‘emphasized ‘creativity’, professional autonomy, thinking, and capacity building’ (Op cit: 579). Thus, Sam: ‘enjoyed numerous professional

development activities that emphasized inquiry and co-construction of knowledge' (Op cit). Hence, the two new teachers are being supported in ways related to the professional cultures of the districts they are working in.

As Achinstein et al. (2004:580) succinctly put it:

Liz and Sam are coming to learn what it means to be a teacher in two different cultures that (a) provide different resources for students and teachers, (b) differ in regard to the quality and quantity of professional learning opportunities, (c) have different expectations for students and teachers, and (d) promote different instructional practices.

The management of the mentoring process plays a part in determining if it is successful or not. Both the mentor and the mentee may be affected if the required resources are not available to implement their different responsibilities. Referring to England, Jones (2002:520) argues that:

Securing quality provision depended largely on the amount of time available to induction tutors in performing their multiple roles: through familiarisation with all the requirements; effective liaison with colleagues in coordinating the induction programme; systematic observation and evaluation of lessons; regular meetings with the new teacher for the purpose of discussion and review of progress, as well as completion of the associated paperwork.

The findings of her study indicate that both the induction tutors and their inductees agreed that: 'insufficient recognition was awarded to these indispensable, but time consuming, duties' (Op cit).

Similarly, Killeavy and Scully (2005) in Ireland reported that:

The strongest finding of the study was the extent to which the mentors surveyed were unanimous in their view of the necessity for

an induction programme with mentoring support, planned observation of experienced teachers, adequate time for discussion and planning, and, seminars on areas of special interest.

The findings are similar to Mc Cormack and Thomas's (2003:130) findings in New South Wales. Their survey of beginning teachers indicated that:

Attendance at formal induction sessions was valued by primary teachers (mean=3.57) with most teachers being accompanied by their principal and mentor which helped them to develop the induction as a process within the school.

These findings tally well with the mentees' perception that they gain professionally through discussions with their mentors as well as colleagues in and out of their schools. Furthermore, the head teacher's involvement as a mentor may have a positive impact on the new teacher thus retaining him/her in the profession.

Marable and Raimondi (2007) investigated whether districts where teachers who have been mentored formally have high retention rates compared to those who have not. They surveyed teachers who were or had been employed over a 10-year period by two Boards of Cooperative Educational Services (BOCES). Their results indicated that these teachers valued their mentoring experience. In addition, in the absence of mentors, teachers had some form of mentoring through their peers who shared their area of certification or those in close proximity. Furthermore, in districts where no formal mentoring existed, the respondents indicated that they sought other people, such as their neighbours, relatives and classroom aides, to support them. The findings indicated that the mentoring programme could be

reviewed and the mentors should have the same teaching schedule as their mentees, time for meetings and discussion. These teachers are considered as demonstration teachers thus should not have a supervisory role such as assessing their mentees.

Limitations of mentoring

Several countries and states have developed centralized induction programmes, including England, Scotland and New South Wales. Research in these countries shows that beginning teachers experience certain professional concerns, which shows that the induction programmes they followed have their limitations. These include:

- 1 the socialization process in the school (Mc Cormack and Thomas, 2003)

Their findings indicated that: ‘the socialisation process... caused the greatest range of professional concerns [especially] ... the lack of support from principals and school executive’ (p.132). Several examples illustrated this such as the teachers’: ‘surprise at the lack of formal supervision and unclear school expectations for attainment of their teaching certification’ while some of the new teachers had to take on many responsibilities. ‘These tasks or duties were often allocated to them because they were the newcomer or as a means of proving their ‘survival skills’ (Op cit).

- 2 dealing with students’ individual needs (Mc Cormack and Thomas, 2003; Athanases and Achinstein, 2003; Booth, 1995).

Findings from research also indicated that beginning teachers expressed low levels of satisfaction in their current job as they experienced a lack of support: 'particularly in the areas of programming and dealing with students' individual needs' (Mc Cormack and Thomas, 2003:131). Similarly, Booth's (1995:91) findings from the questionnaire administered at the end of the first term of the teaching practice block indicated that 23% of the respondents claim that they were: "very well" or: "quite well" prepared in: 'dealing with ... children with special educational needs' and the same findings were again recorded at the end of the April 1990 teaching block. Besides, Athanases and Achinstein's (2003:1497) findings on this issue indicated that respondents pointed out that their mentors: 'need to know about particular students in a new teacher's class, rather than being a drop-in visitor to a class unknown to him or her'. Thus, 'the mentor can guide the new teacher to focus on individual students' learning when he or she has done the work also of investigating who the students are'. (Op cit)

3 problems with discipline (Jones, 2002; Mc Cormack and Thomas, 2003) Mc Cormack and Thomas' (2003) findings revealed that inconsistency in school management procedures to deal with the minority of pupils who disrupted the class was the main cause of the new teachers feeling of isolation when they could not cope on their own. Similarly, Jones' (2002:157) research indicated that though: 'eight out of ten newly qualified

teachers had their needs addressed adequately, there were areas where further improvement was required [such as] problems with discipline’.

4 carrying out their responsibility which involved parents (Jones, 2002; Mc Cormack and Thomas, 2003).

Beginning teachers in New South Wales, Australia pointed out, in both their questionnaire and interview responses, that the: ‘lack of support in dealing with parents’ as one of their concerns with the teaching process

(Mc Cormack and Thomas, 2003:132). Similarly, Jones (2002:512) stated that: ‘On completion of their 36-week PGCE course all newly qualified teachers ... [felt that] ... they required more and more in-depth experiences in [several areas especially in] dealing with parents and establishing good relationships with pupils’.

5 lacking confidence in teaching pupils with different cultural backgrounds (Athanases and Achinstein, (2003)

Athanases and Achinstein, (2003) indicated an induction response which showed that as a mentor, the induction leader was willing to gather information about the students through various means such as classroom observation and analysing students' work. Other examples provided indicated that the mentors' willingness to search about the students enabled them to use the information as a means to help the new teacher plan and guide the under performing student to learn. Moreover their findings indicated that not all mentors were proactive in searching for prior

knowledge as they were mostly occupied with dealing with organizational issues such as the teacher performance and others.

Hence, literature based on the research findings conveyed a message that some mentors may lack the expertise to enable the new teachers to develop this wider professional knowledge or might not be aware that their mentees needed to gain experience with these more complex issues (Booth, 1995).

Conceptual Framework

The themes emerging from the literature indicate that school leaders, and especially heads, are the people who should lead the induction programme (Angelle, 2006; Wood, 2005). Thus, having a sound knowledge of induction is a key component of the school leader's competence. Since the research is exploratory, understanding what is induction and mentoring became a component in the research methodology. The induction processes differ across countries and the roles the leaders have to play can lead to the success or failure of the process (Wood, 2005). What type of competencies do leaders need to possess to lead their induction programmes? Mentors who have been trained benefit professionally and may have the ability to bring changes through their mentoring practices (Coleman, 1997) and this in turn may impact positively in class as the mentee might feel secure to try out new approaches. Furthermore, school values and existing culture can be

understood and accepted by the NQT (Coleman, 1997; Angelle, 2006; Tillman, 2005) thus ensuring their socialisation and eventual retention in the profession (Mullinix, 2002).

However, mentoring NQTs can also prove to be challenging for some mentors. Being a role model can be rewarding but, once problems arise, the mentor might feel incapacitated. Mentoring, though seen as a nurturing process, needs to be fair and providing criticism can be difficult. Mentors may feel reluctant to discuss problems with their mentees for fear of rejection by their mentees. Hence training is important to empower the mentors with coping skills in this situation (Thi Mai Hoa, 2008). In addition, school managers need to view mentoring favourably in order to create an environment which is conducive for mentors to perform their tasks effectively (Coleman, 1997).

The NQTs are the recipients of the induction and or mentoring programmes and the support they receive can be a determining factor in their retention in their career (Wong et al. 2005; Ingersoll and Kralik, 2004; Draper et al. 2004). Moreover, the difficulties they face are a major element of attrition within the first year of teaching. Finally, the effectiveness of teacher training can be a variable in understanding the integration of the NQT in the work place. These themes influenced the framework of the research and the

concepts contributed to the design of the research tools and the themes used in the analysis.

Overview

Induction is the process of welcoming new members of staff into an organisation. It serves as a continuum through a teacher's career, beginning with recruitment, and continuing with training and support while on the job. A lot of research has been carried out to explore the effectiveness of induction programmes in Europe, USA, Australia and Asia but little has been reported in small island states and in Africa. Many countries have adopted the centralised model of teacher induction which provides a degree of standardisation in the way new teachers are being inducted. The literature indicates that the process of induction can have a positive effect in reducing the attrition rates of new teachers. The principals are seen as having pivotal roles in the induction and mentoring programmes in their schools, because new teachers look to their headteachers for instructional and emotional support.

Subsequent to induction, mentoring is a process which incorporates support and professional development. It aims at developing and enhancing competence in an individual. Several types of mentoring activities exist within induction models. Mentors implementing a particular model may

have the chance of developing their professional capacities alongside their mentees. Whilst many benefits can be derived from mentoring, several key limitations need to be thought of carefully. These include matching mentors and mentees, the requirements of the mentors' line of authority in contrast to the headteachers', the school's expectations and the role of positioning in the case where a mentee may have more than one mentor.

The models of induction and mentoring explored in this review set the scene for the conceptual framework of the research where leadership is viewed as pivotal in both induction and mentoring programmes. The ability of the leader to define both processes effectively is a key aspect of his/her leadership [skills]. Diverse models of induction and mentoring programmes exist and the culture that permeates in the school has an impact on the type of socialisation the NQT has to experience.

Professional development impacts on both the NQTs and their mentors. This could empower the NQTs to perform better, while the mentors' reflection skills are sharpened and consolidated. Literature indicates that a well planned induction programme can reap benefits for the NQT, the school leaders and, most importantly, the students.

The next chapter discusses the research methodology employed to explore the concept and practice of induction and mentoring for new teachers in Seychelles.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

Research may be regarded as a way of generating knowledge and people have tried, and are still trying, to gain knowledge. Research may be seen as a means of finding out, and even questioning our own beliefs and perceived realities. Several researchers have tried to find explanations about the concept of knowledge (Schostak, 2002; Cohen and Manion, 1994). Traditionally people have thought that knowledge may be gained through rigorous testing and observation of certain behaviours (Cohen and Manion, 1994). As the field of research evolves, several concepts of reality and the knowledge gained from them have emerged. The researcher perceives knowledge as a way of gaining insights and replacing ignorance and misapprehension, though it might not be perceived this way by others. Furthermore, knowledge can occur through systematic observation, trials or experiments where theory is either tested or may emerge in grounded form (Blaxter, Hughes and Tight, 2001).

This chapter displays the author's search for knowledge; in this case finding out how newly qualified teachers (NQTs) in the Seychelles are inducted in

the schools and what form of organisational socialisation and eventual professional development are gained. In order to gain the knowledge sought, the researcher adopted a systematic approach to examining how these NQTs are inducted, and the induction strategies of the schools in the Seychelles. This chapter portrays the paradigms chosen, the broad research approaches and specific methods of collecting data, sampling, and how the instruments were designed and piloted. The chapter portrays the researcher's approach, analysis and assesses how the concepts of reliability, validity, triangulation and ethics were applied in this study.

Research Paradigms

The researcher reflected deeply about the different paths to take in order to get trustworthy results. As discussed by Bassey (1999:40),

Empirical research [involves] ... researchers [using] their senses to collect data and their intelligence to ensure that it is done systematically by trustworthy procedures, critically analysed and wisely interpreted, with fair conclusions drawn.

The above suggested that the researcher had to choose suitable research paradigm(s).

A research paradigm or perspective is the underlying set of beliefs about how the elements of the research area fit together and how we can enquire of it and make meaning of our discoveries (Wisker, 2001:123).

The research undertaken was exploratory because it was the first major study of the induction of newly qualified teachers in the Seychelles. Previous Seychellois researchers have based their research on induction of one group of teachers; either at primary or secondary level. The present research has broadened the sample – targeting both primary and secondary teachers. Thus, a dialogic research was carried out. As stated by Schostak, (2002:48),

Dialogic research is like adopting multiple vision, accepting the plurality of possible viewpoints, seeking to engage these viewpoints in dialogue, identifying the resistances each have towards each other.

The author's research focused on how newly qualified teachers (NQTs) in the Seychelles are inducted, and subsequently mentored, during their first year of teaching. The research sought to determine the extent and nature of induction and mentoring of NQTs in Seychelles' schools. The research was guided through seven research questions which sought to identify the ways in which NQTs were inducted in the schools, the management of the induction process and how it impacted on their socialisation and professional development. The research also aimed at exploring whether, and how, the NQTs were mentored. Hence, the perceptions of the school leaders responsible for the mentoring process, and those of the NQTs, were investigated. The research provided multiple viewpoints as the population chosen was diverse; the NQTs, school leaders and education officials.

The author adopted a mixed methods approach, with the research being positivist: ‘adhering to the scientific method’ (Morrison, 2002:15), and interpretivist: ‘in the sense that it is concerned with how the social world is interpreted, understood, experienced or produced’ (Mason, 1996:4).

The positivist stance

According to Bassey (1999:42):

To the positivist, the entire world is rational, it should make sense and, given sufficient time and effort, it should be possible for it to be understood through patient research.

Denscombe (2002:14) adds that:

Positivism is an approach to social research that seeks to apply the natural science model of research to investigations of social phenomena and explanations of the social world.

Both arguments seek to bring out knowledge derived from research findings through systematic data collection and interpretation of the findings. Denscombe (2002:14-16) provides basic rules that the positivist should adhere to and these guidelines were followed throughout the research:

- ‘patterns and regularities, causes and consequences’ appear in both the natural and social world. (p.14)
- ‘there is an objective reality ‘out there’ waiting to be discovered [as] researchers do not create the patterns and regularities of social life – they discover them’ (p.15)

- ‘The purpose of social research is to use scientific research methods to reveal; and analyse the reality of social life’ (p.15)
- ‘to use appropriate tools and techniques to discover and examine the patterns and regularities in the social world [and] not to interfere with or influence the observed reality’ (p.15).
- ‘The researcher is expected to retain a detached, impartial position in relation to the thing being studied’(p.16)

Consequently, the following objectives were achieved through a survey:

- 1) identify how the NQTs are inducted during their first year as a teacher and
- 2) investigate school leaders’ involvement in induction.

Defining the term ‘survey’ is difficult as various researchers use it to explain many research activities (Fogelman, 2002). He adds that ‘most surveys, carried out by an individual researcher, are cross-sectional, obtaining data at a single point in time, and use other means of data collection’ (Fogelman, 2002:95). This interpretation of survey was adopted by the researcher, through the use of questionnaires.

In keeping with the positivist stance, the statements in the questionnaire (see Appendix 1(a) (pages 343) and (b) (pages 350) were based on the Likert

scale, hence providing a quantitative interpretation of the findings. The data gathered represented the respondents' perceptions and the analysis provided logical conclusions.

The interpretivist stance

The positivist approach to social research has been critiqued by researchers, who prefer using alternative approaches (Denscombe, 2002). In the author's research, the interpretivist stance was applied through the use of case studies and interviews. According to Bassey (1999:47): 'case study is study of a singularity conducted in depth in natural settings'. Furthermore, positivists claim objectivity compared to interpretivists who criticise the latter by saying that: 'observations and explanations of the social world are inevitably coloured' (Denscombe, 2002:20) by the researcher's values, beliefs, perceptions and the way they report their findings. Taking account of this view, I decided to draw on both positivist and interpretivist perspectives by using mixed methods.

Mixed methods

Denscombe (2002) explains why researchers use different methods when carrying out their research. Moreover, Teddlie (2005) points out that scholars now agree that it is acceptable to mix quantitative and qualitative

methods when their research questions need different kinds of data in order to be answered.

[Empirical social researchers] have focused instead on getting the best from tools that are available, recognising that methodologies within disciplines ... have specific strengths and weaknesses and that no single approach is perfect. (Denscombe, 2002: 23).

This approach is underpinned by pragmatism.

The guiding principle for research is not how well it sticks to its 'positivist' or 'interpretivist' epistemology, but how well it addresses the topic it is investigating (Op cit).

The author adopted this pragmatic approach in planning her research design. By using both surveys and case studies, she was able to obtain complementary data and achieve methodological triangulation.

Broad Approaches to research

The ontological aspect of the research derived from the assumption that there is little evidence of a formal scheme of induction and mentoring of NQTs in the Seychelles educational system, hence making this research exploratory. 'Exploratory studies seek to explore what is happening and to ask questions about it. They are particularly useful when not enough is known about a phenomenon'. (Gray, 2004:32). In order to explore how the NQTs are inducted in the Seychelles schools, several data generating approaches were utilised:

- Survey
- Case Studies

Survey

A survey was carried out to investigate how the NQTs are inducted into the teaching profession. The survey was used to: ‘gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared’ (Cohen et al. 2000:169). In addition Gray (2004:99) argued that: ‘Surveys involve the *systematic* collection of data ... [for] ... at the very heart of surveys lies the importance of standardization’. The data gathered through a questionnaire helped to determine whether, and to what extent, the NQTs were inducted and mentored and how both processes are undertaken at school level. All the NQTs (both primary and secondary graduates) who qualified in 2006 were targeted, so that the nature of the induction and mentoring processes they experienced may be compared. The survey approach involved the collection of information through interviews. The surveys carried out were descriptive as they were: ‘designed to measure *what* occurred rather than *why*’ (Gray, 2004:100). Hence, the data generated from the surveys carried out may be a: “source and stimulus for policy changes and social action’ (Op cit: 100).

Case studies

A case study is a: ‘critical enquiry aimed at informing educational judgements and decisions’ (Basse, 2002:108). Yin, (2003:13-14)

argues that a case study may be defined in two ways:

1. ‘an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident’.
2. ‘The ... inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points, and, relies on multiple sources of evidence, with data needing to converge in a triangulation fashion, and, benefits from the prior development of theoretical propositions to guide data collection and analysis’.

The above definitions illustrate that the context is important and the use of multiple data collection methods may provide triangulation, leading to in – depth analysis of the findings.

The case study approach is useful for: ‘it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale’ (Bell, 1993:8). Furthermore:

‘Case studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognising that context is a powerful determinant of both causes and effects’ (Cohen et al. 2000:181).

The case studies were carried out in three schools; two primary and one secondary. The cases focussed on how the NQTs were inducted and mentored during their first year of teaching, especially their socialisation in their schools and their professional development. In addition, the study aimed at gaining in-depth knowledge about the context of induction in the schools chosen.

‘Contexts are unique and dynamic, hence case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance’ (Op cit:181).

The case studies aimed at providing: ‘a descriptive account, drawing together the results of the exploration and analysis of the case’ (Bassey, 2002:112). Bell (1993:8) argued that: ‘case studies may be carried out to follow up and to put flesh on the bones of a survey’ and hence in order to triangulate the data derived from the questionnaire and interviews, the case studies undertaken were significant. Cohen et al. (2000:185) stated: ‘Significance rather than frequency is a hallmark of case studies, offering the researcher an insight into the real dynamics of situations and people’. Hence, through case studies, the researcher was able to apply different research techniques. The research approach used was interpretive as: ‘the purpose is to advance knowledge by describing and interpreting the phenomena’ that exists in schools (Bassey, 1999:43). Hence, the researcher

aimed at understanding the respondents' interpretations of induction and mentoring in their respective schools. Moreover, within each case, the researcher used a range of methods.

The Seychelles is a small country and this means that people know each other, either as colleagues, friends or through relatives. In this distinctive setting, the author could be considered to be an "inside researcher". Busher (2002) argues that an insider researcher is a person who has links inside the school. The author's position is different in that she can be seen as "inside" the wider education system instead of one or more schools. After working in two schools, she became a teacher trainer. This gave her access to all schools and she became well known to most teachers and school leaders. Hence, ethical issues related to this research were given careful consideration. As an 'insider researcher', the author informed all respondents of the ethical framework and the significance of the research. However, she also acknowledges that her 'insider' role may have influenced responses to her questions.

Specific Methods

Questionnaire

The methods used to collect information play an important role in credible research. The research approaches discussed previously can only be

successful if applied to accurate specific methods of data collection. The survey approach was aimed at targeting a large number of respondents. Thus, in order to achieve this, a questionnaire was administered.

The questionnaire is like interviewing-by-numbers, and ... offers considerable advantages in administration – it presents an even stimulus, potentially to large numbers of people simultaneously, and provides the investigator with an easy (relatively easy) accumulation of data. (Walker, 1985:91)

‘Questionnaires are research tools through which people are asked to respond to the same set of questions in a predetermined order’. (Gray, 2004:187). A survey of all the 2006 NQTs was conducted through a questionnaire. Ethical issues were considered throughout the research as: ‘questionnaire respondents are not passive data providers for researchers; they are subjects not objects of research’ (Cohen et al. 2000:245). These ethical considerations will be discussed later in this chapter.

Piloting

Questionnaire

The literature (Bell; 2002) suggests that piloting is an important step in developing and refining research instruments. Through piloting, the research tools are reviewed to see whether they generated the data required. Moreover, piloting is essential because it is: ‘only when a group similar to

your main population completes your questionnaire and provides feedback that you know for sure that all is well' (Bell, 2002:167). Bell (2002) also argues that piloting enables the researcher to gain ideas on how to record and analyse findings on a trial basis. Piloting, then, prepares the researcher to discover and address any problems which may occur before the main survey. Furthermore, Gray, (2004:205) emphasizes that: 'judicious piloting will reduce the incidence of non-response to the questionnaire'.

The questionnaires were piloted on 10 of the 2005 cohort of NQTs, and five members of school management teams not featuring in the main sample for the research (see appendix 1(a), page 343 - 350). In order to obtain a maximum of responses, the researcher contacted the respondents and distributed the questionnaires through the internal post to their schools.

The questionnaire had two components; closed questions through an adapted Likert scale and an open element about the NQTs' perception of what constitute elements of satisfaction gained in their profession (satisfiers) or dissatisfaction (dissatisfiers). The open responses were helpful in amending the questions used in the main survey.

Pilot study findings

Survey

The findings are reported qualitatively through a report. Ten questionnaires were piloted and nine were returned (90% response rate). All the targeted secondary respondents returned theirs and four out of five primary respondents participated. The respondents were asked to respond using a modified Likert scale (see Table 4.1).

| | Key | Value |
|-------------------|------------|--------------|
| Strongly Disagree | S. D | 1 |
| Disagree | D | 2 |
| Agree | A | 3 |
| Strongly Agree | S. A | 4 |

| | | |
|---------------------------|--------------|---------|
| <i>Respondents</i> | Secondary | Primary |
| <i>Script type</i> | Bold Italics | Normal |

TABLE 4.1: Numeric value of Likert scale responses

The following themes were derived from the responses gathered; induction process at school level; culture and support; teacher leadership; training and development; satisfiers of new teachers and dissatisfiers of new teachers.

Induction process at school level

The findings depict that the head teachers in both primary and secondary schools took the lead in greeting the NQTs and in clarifying these teachers'

roles. However, the data also indicates that these head teachers were not clear in expressing their expectations to these teachers. Secondary NQTs reported that they were given a tour of the school but the primary NQTs appear to have been left to discover the school facilities by themselves.

The NQTs report that they were given copies of school policies. Mentoring is slightly more evident at secondary level, with 50% of these NQTs claiming to being assigned mentors, compared to 40% at primary level. This suggests that a formalized induction programme may exist in certain schools.

Culture and Support

Questions 6 to 10 depict the type of leadership culture that pervades primary and secondary schools. The culture of the schools (both primary and secondary) could be described as collegial as teachers are portrayed as being collaborative. The school leaders, notably the head teacher, are perceived to be strict but flexible and supportive. The NQTs at secondary level seemed to be provided with more support in their teaching than their primary counterparts.

Teacher Leadership

The emergence of teacher leadership is apparent as NQTs are being supported by their HoDs (secondary level), subject coordinators (primary level) and their colleagues within their cycles/departments but the evidence also suggests that more experienced teachers are sought when NQTs are in need. Though NQTs are provided with a full teaching load whilst in their first year, the data shows that monitoring of their teaching is poor as 40% of the secondary respondents and 75% of the primary respondents pointed out that they are not observed while teaching. This suggests that some NQTs are being deprived of the opportunity of direct feedback in order to develop and become effective teachers.

Training and professional development

Questions 17 and 18 explored the new teachers' perception of the training they had received in the teacher training institution and whether see a need to continue to develop professionally. The findings denote that both groups (100%) feel that the training they have had has equipped them with the skills needed to cope effectively in their teaching.

Satisfiers of new teachers

Question 19 investigated areas which provided new teachers with satisfaction during their first year of teaching. These findings show that

new teachers feel satisfied with the level of respect and support provided by the staff in their school and by developing a rapport with their students. However, 40% of the secondary and 25% of the primary respondents disagreed that there was effective leadership from the headteacher and other members of the management team. The respondents' views are mixed when it comes to availability of resources for 40% of the secondary found this dissatisfying while 50% of the primary respondents did not respond. This is an indication of the effectiveness of the school leaders' management of resources. Furthermore, all the primary respondents and the majority of the secondary teachers agreed that there are opportunities for professional growth.

Dissatisfiers for new teachers

Question 20 provided an insight into issues which provided new teachers with dissatisfaction. The findings suggest that 60% of the new secondary teachers were dissatisfied with problems associated with classroom management, compared with only 25% in primary. Moreover, 80% of the secondary respondents were dissatisfied with inconsistent school management procedures to deal with discipline problems and inability to deal with parents, compared to 50% of the primary respondents. The issue of being given the most difficult classes to teach seemed not to be a source of dissatisfaction for the majority of both groups of respondents. Hence,

evidence showed that the respondents did not suffer a lot of dissatisfaction, so one may tentatively infer that the induction process is being perceived as satisfactory in both primary and secondary schools.

Changes to the questionnaire following the pilot

The findings also revealed the need for some modifications to the questionnaire. The following needed to be addressed:

- a) Most respondents did not indicate the subjects they teach.
- b) Question 21(a) had two criteria; respect and support therefore this was indicated individually in the amended version featuring as question 21 (a) and (b). Thus the remaining components up to question 21(e) featured as question 21(c) to (f).
- c) The term subject leader does not apply as they are called subject coordinators. Question 15 (a) has been amended accordingly (see appendix 1(a) question for the piloted questionnaire and appendix 1(b) for the one administered in the main survey).

Overview

The findings provide mixed evidence about the nature and extent of induction and mentoring in the pilot schools. There is a strong involvement of school leaders in their school's induction process but

monitoring of the NQTs' performance is weak. Furthermore, collegiality among teachers is portrayed through the respondents' agreement that they are supported by their peers.

Interviews

The interview schedules designed were piloted on five members of school management teams not featuring in the main sample (see appendix 2 (a), page 360).

Three head teachers; two from primary schools (one small and one large) and one from a secondary school, were interviewed, after obtaining informed consent. The interviewer took notes. These notes were prepared as a record which was then given to the interviewees for verification. The interview aimed to establish the head teachers' views about how they conduct induction and mentoring of staff, especially newly qualified teachers. The data were then categorised and emerging themes are presented using a thematic approach:

- conceptualization and policy regarding induction and mentoring,
- support provided to NQTs,
- challenges and training these headteachers face and

- their needs to lead their induction programme more efficiently.

Conceptualisation and policy

The headteachers' responses indicated that they have a notion of the concept of both induction and mentoring. The data indicated that induction is seen as *'a preparation for teachers for them to feel at home, at ease, so that they can adapt in the best and fastest way'* whilst mentoring is viewed as the *'process which takes place between the new teacher and colleagues, including the management team, to provide him/her with extra support and help in his/her duties'*.

The data revealed that the schools do not have any written policy or guidelines for induction. A headteacher in a small primary school indicated that they have a policy for mentoring as *'This helps to keep the NQTs on track, they are aware of what is taking place'*.

Support provided to NQTs

The integration of the NQTs in the three schools is similar as they are attached to an experienced teacher at cycle or department levels and involved in committees at school level. All the respondents claimed that sessions are held to help NQTs cope with difficulties, depending on the

subject or the concerns raised. These sessions are run by experienced teachers, within their cycle or at department levels. Hence, one can deduce that elements of teacher leadership exist and are being practiced.

Challenges

The main challenges face by the head teachers relate to interpersonal skills such as dealing with teachers who are reserved or have an absenteeism problem; as stated by a primary headteacher. The secondary head teacher faces challenges such as a huge staff turnover and lack of communication from the education authority in regards to staffing; *‘Changes of staff happen too often, I do not know when teachers are coming and thus not prepared for induction, and too many people coming at the same time thus one could forget people along the process’.*

Training

Out of the three headteachers interviewed, two have had training in induction and mentoring through a module for a period of three months, in a leadership course in education. Thus, though confident, they expressed that they needed training in areas such as policy writing, assessment of induction and mentoring programmes and to network with other headteachers through reflective workshops.

Overview

The principals of these schools seem to be conscious that new members of staff need to be inducted and mentored. The findings suggest that induction and mentoring are being managed better in the small primary schools compared to the secondary school and the large primary school. Many factors, including staff turnover, may impact on the success of both processes. The fact that the education system is centrally managed may have a bearing on the placement and induction of a teacher. Furthermore, though there are and have been attempts to train school leaders in induction and mentoring, it is felt that it needs to be continuous whereby new and recent developments in both areas could be communicated.

The piloting of the interview schedules enabled the researcher to review the questions both critically and practically. This led to the following amendments:

- Question d (i) of the piloted version was changed. The prompt “if yes...” was added to it. This enabled the researcher to conduct the interview efficiently and thus know by the respondent’s answer if question d (i and ii) would be valid or omitted. Similarly, question e (a) was amended.
- Question (h) has two sub-sets; (a) and (b) in the piloted version and this was amended to become a general question because the

respondents who participated in the piloting mentioned that policies are general.

- Question (i) had three sub-sets differentiating the three terms of the school year. This was changed to become a general question because the respondents expressed that they do not differentiate nor estimate the amount of support given to NQTs on a termly basis.
- A new question was added to the administered interview schedule; question (j). This question enabled the researcher to investigate how the NQTs were socialised in their schools.
- Hence, question (k) of the administered version was similar to question (j) of the piloted version and
- Question k (a) and (b) became question 1 (a) and (b) in the administered version.(Refer to Appendix 2 (a) (page 360) for the piloted version and Appendix 2 (b) (page 361) for the administered version).

Case studies

Bassey (1999: 81) says that there are three main methods of data collection for case study research; interviewing, observing events and reading documents.

Interview

An interview can be viewed as a conversation between two individuals with the motive of one person seeking the information and the other supplying it (Cohen and Manion, 1989). It can best be described as: ‘the gathering of data through direct verbal interaction between individuals’ (Cohen et al. 2000: 269). Collecting information from interviews may serve the purposes of testing or suggesting new hypotheses, relating directly to research objectives and being used as a means of triangulation when used with other methods (Cohen et al. 2000). Interview as a method of collecting data has evolved as researchers have used and modified them. According to Cohen et al. (2000), the types of questions can range from exploratory, hypothesis-testing, descriptive or interpretive.

The type of interview schedule used in this research was semi-structured, enabling the respondents to communicate at length but offering: ‘enough shape to prevent aimless rambling’ (Wragg, 2002: 149). The semi-structured interview has the characteristics of both the structured and unstructured interview. Cohen et al. (2000) argued that a structured interview is where the procedures and content are organised in advance. On the other hand: ‘the unstructured interview is an open situation, having greater flexibility and freedom’ (Cohen et al., 2000:273).

‘Such probing may also allow for the diversion of the interview into new pathways which, while not originally considered as part of the interview, help towards meeting the research objectives’ (Gray; 2004:217).

The interview schedules were semi-structured, given that the questions were formulated in advance, and the use of probes and prompts allowed the researcher the flexibility and the freedom to gather insights into respondents’ thinking and meaning.

Gray (2004: 213) notes that a: ‘well-constructed interview is a powerful tool for eliciting rich data on people’s views, attitudes and meanings that underpin their lives and behaviour’. He adds that interviews allow the respondents: ‘to reflect on events without having to commit themselves in writing’ as they may: ‘feel the information may be confidential’ (Op cit: 214).

The interviews aimed at investigating various stakeholders involved with induction at different levels:

A) School level

- i. the school leaders’ perception of induction
- ii. the person(s) who is responsible for inducting NQTs in the school and how this activity is managed

iii.how the induction activities are recorded at school level

iv.problems the school leaders encounter with their induction activities

B) System level

i.the type of induction model being adopted by the Ministry of Education in the Seychelles

ii.the way induction activities are planned, implemented and recorded

iii.the ministry officials' perceptions of induction

iv.the structures in place to support both school leaders and NQTs during the induction period

v.emerging plans for the future

C) NQTs' perceptions

i.of their pre-appointment induction

ii.of their welcome to their school

iii.of the person responsible for inducting them

iv.of structures in place at school level to support them during their induction process

v.of the follow up activities throughout their first year of teaching

Documentary analysis

The second type of research tool within case studies is documentary analysis. Documents have the power to yield additional information, thus

leading to a more thorough investigation. An analysis of Ministry of Education documents was carried out. This was done to triangulate data from interviews with key officials involved in the system-based induction programme for all new employees. The aim was to investigate the stance the ministry had on the concept of induction for NQTs and discover emerging developments in this area.

‘In education ... text is evidence in a way in which speech is not. Text is held to be evidence of past and current realities or future plans’ (Cortazzi, 2002:196). The texts consulted were evidence of training sessions for mentors, minutes of meetings and policy statements on induction and mentoring. Those documents provided: ‘evidence of past and current realities or future plans’ (Op cit: 196). As noted earlier, induction and mentoring are not new in the Seychelles. However, as the research was exploratory, the documentary analysis served the purpose of gaining insight into how the induction and mentoring processes are documented both at ministerial and school levels. Both sets of data generated from the documents were compared and themes emerging were categorised, thus generating their own theory (Seldén, 2004).

Documents consulted at school level were chosen to triangulate interviews carried out with the school management team and the NQTs. The

documents provided evidence of the existence of an induction programme in these schools and the type of support NQTs received during their first year. Furthermore, those documents provided evidence of policy intentions, which were checked through interviews (see Appendix 5, page 376).

Sampling

Sampling and its importance

The number of participants chosen to take part in research has an impact on the validity of the results. The researcher can choose the sample in two ways; probability sampling and non- probability sampling (Cohen and Manion, 1994; Fogelman, 2002). Fogelman (2002:98) argues that probability sampling is: ‘created by a method in which the researcher controls and specifies the likelihood of any individual in the population appearing in the sample’.

The research undertaken needed several modes of data collection. In order to have a credible sample the researcher applied the use of stratified, and snowball sampling. ‘Stratified sampling involves dividing the population into homogenous groups, each group containing subjects with similar characteristics’ (Cohen and Manion, 1994:87). Furthermore, Fogelman (2002:100) explains that a researcher may use this type of sampling after judging: ‘that some particular characteristic of your sample members is of

such importance that you want to impose further control over how it is distributed or represented in your sample’.

However, the head teachers and the case schools were chosen purposively as well as through a stratified procedure. Purposive sampling (Fogelman, 2002) was done in this case due to the small number of schools in the country, their location and size. The case schools were chosen on the basis of their zone (cluster of schools) and their size. Finally, snowball sampling involved the researcher identifying some individuals with relevant characteristics to interview (Cohen and Manion, 1994; Fogelman, 2002). ‘These people are then used as informants to identify others who qualify for inclusion and [they] in turn, identify ... others’ (Cohen and Manion, 1994:89).

Interviewees

Stratified sampling was used to target three case school head teachers as interview respondents. These head teachers were chosen according to the size and location of their schools (one from a small school and the others from large schools). The snowball sampling (Fogelman, 2002) by the head teachers led the researcher to gain access to Heads of departments, and Deputy Heads for Curriculum and Pastoral in the secondary schools. In the primary schools, this led the researcher to gain access to curriculum leaders,

the Early Childhood Coordinator and Special Needs Coordinators. These respondents were members of the management team and had the mandate for the induction and mentoring of NQTS. The researcher also used this method of sampling when interviewing the Director of Administration at the Ministry of Education headquarters where this person, in turn, directed the researcher to key officials involved with the induction of new teachers at the system level.

At the piloting stage the head teachers chosen as participants were sampled purposively (Fogelman, 2002). They were easily available as they were currently following a course on a full time basis.

Case study schools

Stratified sampling was utilised by the researcher when choosing case schools. The criterion used was schools having an induction programme as part of their 3-year development plans and others that do not. This type of sampling provided a rich contrast as the researcher had prior knowledge that certain schools had chosen to embark on an induction programme, and to investigate its implementation. As argued by Stake (2005:451):

in case studies the sample size usually is much too small to warrant random selection [thus one has to] draw a purposive sample, building in variety and acknowledging opportunities for intensive study.

Unfortunately, none of these schools had induction as a priority in their development plans thus the researcher chose strategic sampling as well as purposive sampling of schools according to their size and zone they had been placed into.

Survey

Whole population sampling was utilised in choosing respondents for the survey through a questionnaire which targeted all the NQTs who qualified in 2006 (30 in primary and 29 in secondary) so that the induction and mentoring processes they experienced could be compared (see Appendix 1(b), page 350). The comparison was done according to subject specialisation in the case of secondary, and in relation to the cycle in which they are teaching in the primary schools.

Documents

In the first stage of the research, the schools' development plans were consulted so that the researcher knew which schools to include in the sample. Furthermore, purposive sampling of documents pertaining to training and induction practices were consulted (Fogelman, 2002; Cohen et al. 2000; Cohen et al. 1989).

Instrument Design and Testing

Designing the research, and the instruments, may be considered linked activities. Research design: ‘is the logical sequence that connects the empirical data to the study’s initial research questions and ultimately, to its conclusions’ (Yin, 2003:20). The researcher linked the design of her instruments to the research questions that inform the research plan. Moreover, careful instrument design helps to provide internal validity (Cohen et al. 2000) for the instrument and the data it generated. Testing the instruments enabled the researcher to be aware of any problems the constructs had, for example to discover whether the questions in an interview schedule really achieve the expected response. The design of the various instruments was done carefully in line with the research questions and objectives.

Questionnaire

The questionnaire designed was: ‘at the ‘structured’ end of the continuum’ for all the questions were closed and determined in advance (Gillham, 2000:2). It comprised 22 questions, with some addressing sub-issues. The questions were of an ordinal scale (Gray, 2004). The responses were entirely quantitative as the participants had a modified version of the Likert scale to rate their responses ranging from number one to four. Number one represented *Strongly Disagree* while number four represented *Strongly*

Agree. A four item scale system was used so that the participants will not have a neutral response, thus facilitating the analysis of their responses. The Likert scale was used as it: '[afforded] the researcher the freedom to fuse measurement with opinion, quantity and quality' (Cohen et al. 2000: 253). Hence, the respondents' perceptions were captured as they had to indicate the position that most represented what they feel.

The variables included in the questionnaire derived from concepts identified through consulting literature, linked to the research questions. These were about induction procedures or programmes (Draper et al. 2004; McCormack and Thomas, 2003) the respondents have experienced in their respective schools, the culture existing in the schools (Achinstein et al. 2004; Flores, 2004; and Jones; 2002), support mechanisms at school level (Bezzina et al. 2005), mentoring programmes (McCormack and Thomas, 2003), concerns newly qualified teachers have within their first six months (Jones, 2002), training given by HE institutions, professional development, and satisfiers and dissatisfiers of new teachers (McCormack and Thomas, 2003). The questionnaire is shown in Appendix 1 (a); the piloted one and Appendix 1 (b) as the main survey.

Interview schedules

The interviews carried out were semi-structured. The researcher, although already familiar with the respondents, managed to build rapport with the interviewees by getting the respondents to feel relaxed, describing how the interview will be conducted, reassuring confidentiality and providing the respondent with the opportunity to ask questions (Gray, 2004). This provided the researcher with the opportunity to probe and prompt in order to gather information and perceptions in greater depth as the respondents were given ample opportunity to express themselves. Three interview schedules were designed; one for Ministry officials, one for headteachers, and one for the NQTs.

The interview schedules comprised open-ended questions. ‘An open-ended question can catch authenticity, richness, depth of response, honesty and candour’ (Cohen, et al; 2000:255). Furthermore, they argued that open-ended questions allow the interviewer to probe in order to eradicate any misunderstandings and enable him/her to test the limits of the respondent’s knowledge. Moreover, these types of questions can help establish co-operation and rapport between the interviewer and the respondent; thus enabling him/her to make the right assessment of what the respondent really believes.

The researcher took notes while conducting interviews. The notes were word processed and sent to the interviewees to approve or amend the contents. Only the amended versions of the notes were used in the analysis. The interview schedules are shown as Appendices 2 (a) (page 360) and (b), Page 361), 3 (page 364) and 4 (page 366).

Checklist for Documentary Analysis

The contents of the documents to be analysed were done according to a checklist. The checklist had been designed as a means to record the reference of each document. A 'content' column was used for the researcher to note down the main ideas of the content. The 'comment' column was there for the categories which emerge and thus used in the report. As discussed by (Cortazzi, 2002:197), the analysis was set within the discourse perspective for the researcher intended: 'to go beyond the obvious and [looked] at the language and social dimensions of the evidence, [seeing] it in broader contexts'.

Authenticity

The authenticity of the research may be assessed through consideration of the concepts of reliability, validity and triangulation (Bush 2002). Bush (2002:59) argues that authenticity is important as it helps to assess the quality of studies carried out by researchers and in: 'determining their

research approach and methodology’. The authenticity of the research is assessed in respect of reliability, validity, and triangulation. The researcher, as an “insider researcher”, also gained trust from the respondents.

Reliability

Reliability is viewed as a means of providing: ‘a degree or method [that] would produce identical or similar results’ (Bush; 2002: 60). The interviews carried out were consistent in terms of the questions asked, thus reducing or eliminating interviewer bias (Gray, 2004). The quality of the research carried out is of utmost importance. In order to make it reliable, several considerations were taken into account. The questionnaire and interview schedules were constructed with care. The questions and statements featured in both the interview schedules, and the questionnaire, were tested through numerous revisions and discussions with a colleague. Items included were in line with the research questions. . Piloting was a very important aspect of reliability as it: ‘provides feedback that [enables the researcher to] ... know ... that all is well’ (Bell, 2002:167).

Validity

The researcher sought to ensure that the research achieved both “internal” and “external” validity.

‘Internal validity seeks to demonstrate that the explanation of a particular event, issue or set of data which a piece of research provides can actually be sustained by the data’ (Cohen et al, 2000:107)

‘External validity refers to the degree to which the results can be generalized to the wider population, cases or situations’ (Cohen et al, 2000:109).

In the author’s research, internal validity was ensured through the comparison of data gathered through the piloted instruments and the actual data. Comparing different data sets also helped to ensure internal validity. External validity was sought through targeting all the 2006 cohort of NQTs and the findings provided generalisations about the induction and mentoring processes at national level (Cohen et al, 2000).

Triangulation

‘Triangulation is a word drawn from the world of surveying where measurement is taken from three or more different points in order to identify a particular area with accuracy’ (Gray, 2004:257). It is defined: ‘as the use of two or more methods of data collection’ (Cohen et al, 2000:112) as it attempts: ‘to map out, or explain more fully, the richness and complexity of

human behaviour by studying it from more than one standpoint ... making use of both quantitative and qualitative data' (Cohen et al, 2000:113). Cohen et al (2000:114) refer to Denzin's (1970) categories of 'within methods' triangulation and 'between methods' triangulation'. This research addressed 'between methods' triangulation as data was collected using different methods (Cohen et al, 2000). Thus, the triangulation of different data generating methods; questionnaire, interviews, documentary analysis and observations, enabled comparisons to be made thus determining the accuracy of the information and also as a means of cross-checking the data gathered (Bush, 2002). 'Within methods' triangulation was accomplished by interviewing different groups and comparing their findings.

Ethical issues

Ethical considerations were paramount throughout this research. The research involved human beings as respondents thus, 'respondents are not passive data providers for researchers, they are subjects not objects of research' (Cohen et al, 2000:245). Ethical issues may derive from any aspect of research.

[T]hey may arise from the nature of the research project itself...; the context for the research...; the procedures to be adopted...; methods of data collection...; the nature of the participants...; the type of data collected...; and what is to be done with the data (Cohen et al, 2000:49).

Seychelles is a very small island state and ethical issues had to be considered with utmost care in undertaking the research. The population is small and teachers know most fellow professionals. Ethical considerations addressed in this research are; informed consent, avoiding harm, confidentiality of data collection, handling and presentation and being unbiased in representing data.

➤ Informed consent

Consent of participants provided them with the right to accept, or to decline, taking part in research and to withdraw when the research has begun as well (Cohen et al, 2000). Informed consent was sought at the initial stage of the research. This was through meetings with the targeted group of respondents when they were briefed about the research, the ethical procedures set up and their rights as participants in this research.

➤ Avoiding harm

As mentioned previously ethical problems can stem from any aspect of the research thus, respondents may be harmed. Through the survey this was avoided through anonymous responses. Interview and observations findings may reveal private or personal information, which may embarrass the respondents. Thus, participants were given the opportunity to view

interview transcripts to check their accuracy in order to validate them. Respondents from the education authority were referred to as high ranking officials thus not disclosing their status and position they held.

➤ Confidentiality of data collection, handling and presentation

The issue of confidentiality was discussed explicitly at the initial stage where the researcher assured the participants that the data collected will be presented in such a way that their identity will be concealed from the general public. School managers or teachers may be harmed professionally and thus care was taken, when collecting, presenting and reporting data, to ensure that individuals and schools are not identified in the report. Hence, the case schools were given special codes such as School A, B, etc, managers were identified as Head teacher or Subject Leader 1, 2, etc, and newly qualified teachers as NQT A, B, etc. Moreover, the schools were later given pseudonyms; The Corner School, The Centre School and The Brilliant School for ease of reference in the report.

➤ Being unbiased in representing data

The avoidance of bias was an issue that was given careful attention, while designing the tools and through collection of data. As a lecturer it was not difficult to gain access to the schools but the researcher's position as a teacher trainer and curriculum developer might have made some of the respondents uneasy, especially members of school management teams. In that sense, the researcher might be regarded as an 'insider researcher' (Busher, 2002; Dimmock, 2002) due to being well known in all the schools and to most of the NQTs on the island. The researcher acted as a non-participant observer and also sought to avoid use of any pre-research knowledge of the schools and teachers. Furthermore, since the schools and respondents were coded, the data collected was interpreted objectively, without drawing on prior knowledge of participants and their schools.

Data analysis

Data collected was analysed both quantitatively and qualitatively.

Quantitative analysis

Quantitative data analysis may be done through basic statistical calculations, which serve the purpose of enabling the researcher to understand the data

and to check errors in instrument design or sampling (Pell and Fogelman, 2002). Data generated from the various instruments used produced both qualitative and quantitative outcomes. The survey yielded ordinal data derived from Likert scales used, and a number was allocated to indicate strength of agreement. These were aggregated and a mean calculated. Furthermore, correlations featuring within the rated responses provided the researcher with evidence of relationships, which might otherwise be concealed (Pell and Fogelman, 2002).

A series of interviews were carried out and some of their variables were common. Hence, those interview results were analysed quantitatively as appropriate and presented in tables and graphs. Moreover, the quantitative data was triangulated with qualitative findings.

Qualitative analysis

Qualitative data analysis is not easy to accomplish as it relates to the subjective experience of individuals. Watling (2002:264) argues that:

‘the important thing is that ... the researcher makes the decisions thoughtfully, systematically, critically and in ways which can be accounted for’.

The data collected was analysed within an epistemological framework where the researcher was: ‘searching for understanding, rather than knowledge; for interpretations rather than measurements’ (Op cit: 267).

This part of the research complemented the quantitative analysis. Thus, findings from the interviews and documents were reviewed and emerging theory was built and tested (Watling, 2002). The findings are presented in a thematic sequence relating closely to the relevant research questions.

The quantitative and qualitative analysis enabled comparisons to be made with some integration of the findings from both methods. This enabled the researcher to avoid the problem that: ‘mixed methods researchers do not always bring their findings together and that the quantitative and qualitative components are treated as separate domains’ (Bryman; 2007:9).

Overview

The researcher adopted a mixed methods stance, using both survey and case study approaches. The research was based on exploring how newly qualified teachers are inducted and mentored in the state schools of the Seychelles. In order to maximise data collection, a questionnaire comprising Likert scales was administered to the NQTs. Semi-structured interviews were carried out with key ministry officials, NQTs and their headteachers in the case schools. These were complemented by analysis of documents. Ethical procedures were adhered to throughout the research, including negotiation of access and avoiding harm to the research

participants. The author's status as an "inside researcher" made her very careful in the negotiation and reporting of results so as not to harm the respondents. Piloting of the instruments was carried out in several ways; informal discussions while designing the instruments, piloting of the interview schedules with Ministry officials not involved in the main study, and administering the questionnaire with the previous year's cohort of NQTs. The data gathered was analysed both quantitatively and qualitatively in relation to the research questions. The authenticity of the research was addressed with respect to reliability, validity and triangulation. The researcher faced certain limitations such as not being able to observe any induction and mentoring practices, as there was no evidence of this taking place during the fieldwork. This is a 'finding' that was confirmed through the interviews. The author's work was 'real time' research and case study work cannot be guaranteed to yield specific outcomes, especially as it was an exploratory study. Authenticity was addressed through respondent triangulation in schools, and in the MoE, and through surveys to complement the case studies.

The Ministry of Education officials' perception of how the induction process is carried out, at both system and school levels is presented in Chapter Four.

CHAPTER FOUR: INTERVIEWS WITH MINISTRY OF EDUCATION OFFICIALS

Introduction

This chapter provides findings of interviews conducted with Ministry of Education officials who are responsible for schools and teachers. The respondents were sampled purposively and comprise seven top ranking officials whose status ranges from Directors to Director Generals. As pointed out in the research methodology chapter, there was strict adherence to ethical procedures. All the participants received a letter asking for their consent, they stated the time agreeable to them for the meeting and agreed to the ethical guidelines read out before the interview began. As a means of providing anonymity for the interviewees, and to help to differentiate responses by source, the following codes have been used;

- Directors from the Administration and Human Resource Division will be coded as A1 and A2
- Directors from the Schools Division will be coded as B1, B2 and B3
- Director Generals will be coded as C1 and C2

Data was collected in the form of notes, which were then transcribed and word processed. The participants were asked to verify the interview record. Minor amendments were made by four officials (B1, B2, C1 and C2).

The data was coded into the following themes; the induction process, policy/guidelines, support, and anticipated future plans. These themes provide the structure for the discussion below.

(Please refer to Appendix 3 pages 362-365).

The Induction process

Roles

All the participants play an active role in the induction process. Interviewee A1 claimed to ‘assist with the interview especially to provide candidates with explanations such as the general working conditions, the Public Service Order or the employment Act’. Five interviewees (A1, B1, B2, B3 and C1): ‘assist the staffing coordinator to effectively recruit and deploy NQTs’. Interviewee A2 claims to play a role in setting: ‘up an induction programme lasting for 3 days’ and to ‘coordinate the induction programme with the help of facilitators’. Interviewees from the Schools Division claim to have acted as facilitators in the induction meetings. Finally, interviewee C1: ‘intervenes when teachers do not accept to go [to

the school] where they have been placed and assist with the appeal cases with the staffing coordinator’.

The programme

All the respondents agree that the induction process is the responsibility of the Human Resource Department (HRD) and Schools Division sections of the Ministry of Education. According to them, the induction programme is done in two stages; system-based and the school-based induction programmes. The system-based induction programme is coordinated by the HRD division and consists of an in-house session with the following elements:

- Facilitators (mainly directors and education coordinators) provide an overview of their division and of school structures;
- School leaders, including headteachers, heads of departments (HoDs), deputy heads curriculum (DHC) and pastoral (DHP), talk about their roles;
- The terms and conditions of work, the expectations of the Ministry and disciplinary actions are stated;
- The procedures at school level and what is expected of a teacher are stated;

- NQTs are encouraged to ask questions and to seek clarification, and information pertaining to time allocation and the curriculum is passed on;
- NQTs are advised on things they should ask when they follow their school-based induction programme, for example the school development plan, and policies and guidelines in existence in their school.

Policy guidelines

All the respondents claim that there are no policy guidelines to direct the implementation of the induction programme. Most (71%) of respondents, mainly those from the HRD and Schools Division Sections, said that ‘the Ministry is working on a handbook and induction will feature in it’ (Interviewee B1). One added that the ‘Schools Division is working on a policy thus continuing the work which was started by a previous committee’ (Interviewee C2). Furthermore, no formal research on induction has been carried out, except for very small scale research carried by individuals taking MBA/MA courses (Interviewee B3). However, interviewee C1 pointed out that ‘no formal research has been carried out except for the one the Education Services Bureau Section is attempting to undertake’, thus implying that some kind of research is being attempted. Interviewees A2

and B1 were confident that induction of NQTs features in the Ministry of Education development plan. Some stated that each division had to produce their own section development plan and officials from the Schools Division confirmed that induction of NQTs is written into their section development plan 2008-2010. 'This action is to be implemented in the 3rd Quarter of 2008 where a package for new teachers and school management will be introduced' (Interviewee B1).

Support

Post induction support

According to the respondents in the Schools Division, NQTs are supported both at Ministry and school levels and the types of support are as listed below:

- Ministry level
 1. 'Since 2007, Education Coordinators or Directors meet the NQTs when conducting school visits'
 2. NQTs are met individually and are visited in class. Concerns which crop up during the conferencing are taken up with relevant school managers.
 3. Support is provided by the relevant directors, education co-ordinators and the staffing co-ordinator. The support persons carry out this role in line with their job descriptions.

- School level

NQTs, supply and experienced teachers needing attention are mentored.

- (a) When encountering difficulties, NQTs are supported at school by their head teacher, subject co-ordinators, HoDs, mentors or experienced colleagues. The respondents also claimed that schools encourage teacher-tutors but were not aware of their effectiveness.

Future Plans

The responses suggest that the future of the induction programme looks promising. The participants' expectations are shown below:

The induction programme

- There is a need to evaluate the current programme (all interviewees).
- There is a need to develop a framework and standards for the induction programme for the Ministry of Education; (Interviewees A2, B1 C1 and C2)
- There is a need to develop a policy through evidence gained from research and adapt it as time evolves
(Interviewee A1)

- NIE and schools need to continue to provide support and NIE should carry out research to assess the impact of teacher training (Interviewee C2)

Content of the programme

The respondents felt that there is a need to include new components in the programme such as;

- Formal handing over of NQTs from NIE to Schools Division; (Interviewee C2)
- Organise visits/tours to schools; (Interviewees A2, B1 C1)
- Carry out informal meetings with DG/Directors for Schools; (Interviewees B1, B2, B3 and C1)
- Familiarization with schools, new structures, curriculum materials, working conditions, personal issues, etc...(all respondents)
- Review roles of tutors in schools by appointing tutors with qualifications and experience to provide quality support to NQTs, including relevant incentives, for example monetary (interviewees B3 and C2)
- Review the NQTs' progress on a termly basis through formal assessment by tutor, studies coordinator and head teacher. (Interviewees B1, B2, B3 and C1)

- Explore new ways of appraising NQTs during their 1st year making it become more developmental instead of judgemental; (Interviewee C1)
- Put in place a programme of monitoring, mentoring and professional development opportunities of NQTs; (Interviewee C1)
- Interviewee B3 pointed out that an effective induction programme will lead to better management of human resource as stakeholders will get to know their staff better, including their areas of expertise.

Overview

Induction of new teachers is taking place at both system and school levels. The system level induction programme is geared at passing on information to NQTs relating to what is expected of them as new teachers; on the structure of Ministry of Education and on how the divisions operate. The programme is for three days and is conducted in-house. To date there is no policy guiding the activity but the decision-makers are aware of this deficiency and are developing a policy.

The respondents' perception of the induction programme in the Seychelles is that a strong leadership input is expected from the Head teachers. The success or failure of the school-based induction

programme depends upon the leadership capacity of the Head teacher and those middle managers in close contact with the NQTS.

The data gathered shows that differences of opinion exist amongst the Ministry officials. Officials dealing with schools are more aware of the induction process. The data indicated that some school officers make it their duty to have some sort of follow up. Surprisingly, officials from the administration section, once the in-house induction programme has been conducted, do not meet the NQTs. All the officials agreed that there should be a review of the existing induction model in the future.

CHAPTER FIVE: MAIN SURVEY

Introduction

This chapter presents the quantitative findings from the research. A questionnaire survey was undertaken to capture the 2006 NQTs' perception of the induction process they are experiencing in their schools. These responses provide a general overview of the induction process in the Seychelles schools.

The survey of all the 2006 NQTs was carried out in the last quarter of 2007. These NQTs were placed in most of the primary and secondary schools in the Seychelles. The survey was sent to 61 NQTs (31 in secondary and 30 in primary). The questionnaire had one component; closed questions through an adapted Likert scale. The questions address the following issues:

- The induction process;
- The professional culture that exist in these schools in relation to providing support to NQTs;
- The NQTs' perception of the training undergone by the teacher training institution;
- The need for continued professional development;

- The elements of satisfaction and dissatisfaction that NQTs experienced during the first year of their career.

The findings from the closed questions have a quantitative dimension, expressed through the use of tables and graphs. 40 questionnaires were returned (20 secondary and 20 primary), giving a 65.6% response rate (64.6% secondary and 66.7% primary).

The respondents have been categorized, within a range of subject areas in the case of secondary, and within different cycles for the primary respondents. There were 20 respondents from the secondary schools; seven teach History and Geography, eight teach English, four teach Mathematics and one teaches Personal and Social Education. There were twenty respondents from primary schools; five teachers in Cycle One (Crèche – Primary 2), five teachers in Cycle Two (Primary 3-4), and four teachers in Cycle Three (primary 5 – 6). Two teach in both Cycles Two and Three, and four did not indicate the cycle they teach. This group has been coded as ‘Undisclosed’.

The respondents were asked to respond using a modified Likert scale (see Table 5.1).

| | Key | Value |
|-------------------|------------|--------------|
| Strongly Disagree | S. D | 1 |
| Disagree | D | 2 |
| Agree | A | 3 |
| Strongly Agree | S. A | 4 |

| | | |
|---------------------------|-------------|----------------|
| <i>Respondents</i> | Secondary | Primary |
| <i>Script type</i> | Bold | (Black) Normal |

TABLE 5.1: Numeric value of Likert scale responses

Induction process at school level

Head teachers' involvement

The findings depict that the Head teachers in both primary and secondary schools took the lead in greeting the NQTs. 15 primary respondents agreed that their head teachers were responsible for clarifying these teachers' roles but 14 secondary respondents expressed a different view. The data also indicates that the headteachers were clear in expressing their expectations to these teachers (see Table 5.2).

| | | PERCENTAGE | | | | | |
|----------|---|------------|-----------|-----------|----------|-------------|-------------|
| | | S.D | D | A | S. A | Average | No response |
| 3 | <u>Induction</u> The head teacher greeted me on my first day at school | 2 | 1 | 13 | 4 | 2.95 | |
| | | 2 | 1 | 5 | 12 | 3.35 | |
| 4 | The head teacher was the one responsible to clarify my roles | 4 | 10 | 4 | 2 | 2.2 | |
| | | 2 | 3 | 9 | 6 | 2.95 | |
| 5 | The head teacher was clear in providing his/her and the school's expectations to me at the beginning of the school term | 4 | 2 | 11 | 3 | 2.65 | |
| | | 3 | 2 | 7 | 8 | 3.0 | |

TABLE 5.2: Headteachers involvement in the induction process

Induction programme

Ten primary NQTs reported that they were given a tour of the school but 13 of the Secondary NQTs appear to have been left to discover the school facilities by themselves. Furthermore, 13 of the primary NQTs reported that they were shown copies of school policies compared to eight in secondary. Sessions with members of the schools' senior management teams (SMT) are

part of the secondary induction programme for most respondents (11), compared to primary where only eight of the respondents noted that they had a meeting with their schools' SMT. Thus, there is a different view about who is present when new teachers are being welcomed in the schools where they have been placed. Mentoring is more evident at primary level, with 13 of these NQTs claiming to have been assigned mentors, compared to eight at secondary level (see Table 5.3).

| | | PERCENTAGE | | | | | |
|----------|--|------------|----------|----------|----------|------------|-------------|
| | | S.D | D | A | S. A | Average | No response |
| 6 | During the first few weeks the school organised an induction session which consisted of: | 6 | 7 | 6 | | 2 | 1 |
| | | 6 | 3 | 6 | 4 | 2.4 | 1 |
| | a) a tour of the school | | | | | | |
| | b) introduction to school policies | 6 | 6 | 6 | 2 | 2.2 | |
| | | 3 | 3 | 9 | 4 | 2.7 | 1 |
| | c) a session with members of the senior Management Team | 3 | 6 | 7 | 4 | 2.6 | |
| | | 6 | 6 | 4 | 4 | 2.3 | |
| | d) a meeting with someone assigned to support me throughout the first year of teaching | 6 | 6 | 6 | 2 | 2.2 | |
| | | 2 | 3 | 12 | 3 | 2.8 | |
| 7 | The school has a formal system of induction. | 2 | 8 | 6 | 1 | 2.4 | 3 |
| | | 4 | 3 | 7 | 4 | 2.7 | 2 |

TABLE 5.3: The induction programme

The responses as shown in figures 5.2 and 5.3 depict that seven of the secondary respondents agreed that a formal system of induction exists, compared to 11 in primary ,suggesting that the induction process is more structured in primary compared to secondary (See figures 5.1 and 5.2). The figures denoting the average level of agreement are represented on the vertical axis.

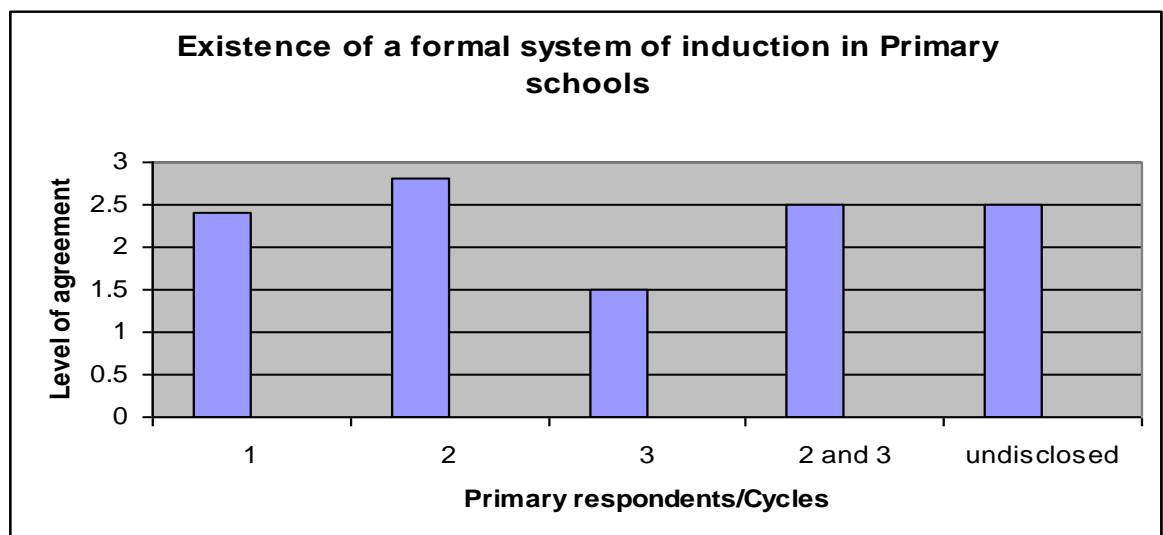


FIGURE 5.1: Existence of a formal system of induction in Primary Schools.

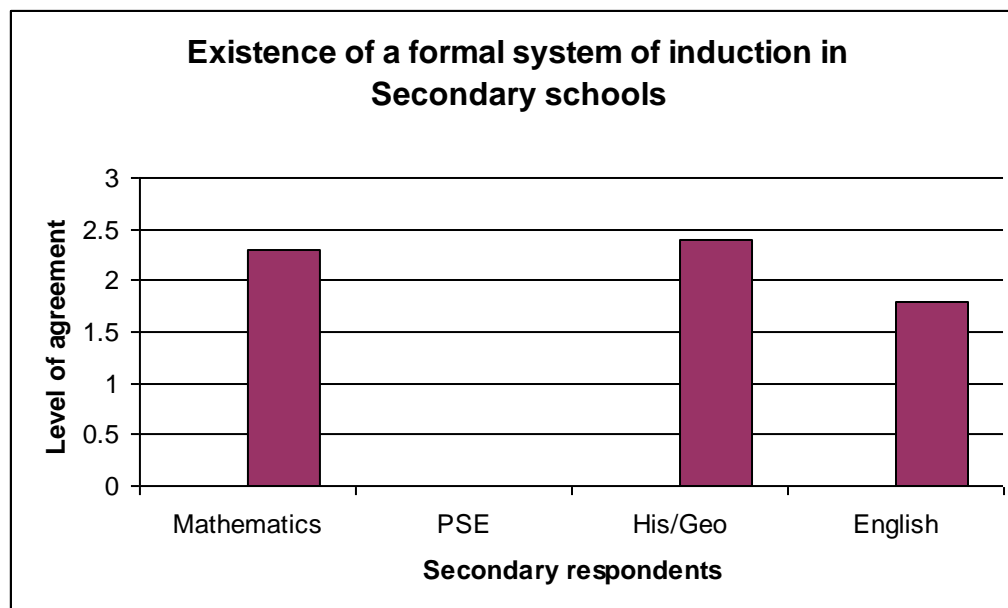


FIGURE 5.2: Existence of a formal system of induction in Secondary Schools.

Culture and Support

Questions 8 to 12 depict the type of leadership culture that pervades primary and secondary schools. The culture of the schools (both primary and secondary) could be described as collegial as teachers are portrayed as being collaborative by the majority of respondents. School leaders, notably the head teacher, are perceived as flexible and supportive (see Table 5.4).

| 8 | | PERCENTAGE | | | | | |
|----|--|------------|-----------|-----------|----------|------------|-------------|
| | | S.D | D | A | S. A | Average | No response |
| 8 | Culture (school) | 8 | 10 | 1 | | 1.6 | 1 |
| | Teachers in my school usually work | 6 | 12 | | | 1.7 | 2 |
| | a) in isolation without interacting with others | | | | | | |
| | b) in teams in their given cycle only | 4 | 2 | 12 | 2 | 2.6 | |
| | | 1 | 3 | 13 | 3 | 2.9 | |
| | c) in collaboration on a voluntary basis without direction from management | 3 | 4 | 12 | | 2.5 | 1 |
| | | | 6 | 10 | 3 | 2.8 | 1 |
| | d) in collaboration only when given tasks by management | 5 | 7 | 6 | | 2.1 | 2 |
| | | 2 | 11 | 7 | | 2.3 | |
| | | | | | | | |
| 9 | The leadership culture in my school may be described as strict | 2 | 8 | 5 | 2 | 2.4 | 3 |
| | | 3 | 6 | 9 | | 2.2 | 1 |
| 10 | The leadership culture in my school may be described as flexible. | 5 | 2 | 11 | 1 | 2.4 | 1 |
| | | 1 | 3 | 11 | 4 | 3.0 | 1 |
| 11 | The leadership culture in my school may be described as laissez-faire. | 5 | 7 | 4 | 2 | 2.2 | 2 |
| | | 8 | 9 | 1 | 2 | 1.9 | |
| 12 | My headteacher is very supportive to new teachers. | | 7 | 8 | 5 | 2.9 | |
| | | 4 | 1 | 11 | 4 | 2.8 | |

TABLE 5.4: Leadership culture and support

Support provided to NQTs

The majority of primary respondents (13) say that they receive support in teaching students of all abilities, compared to only nine in secondary. The same figures apply to planning and preparation of lessons. The data also indicate that primary NQTs are better supported in how to operate extra curricular activities and materials/resource building, compared to their secondary counterparts (see Table 5.5).

| | | PERCENTAGE | | | | | |
|-----------|--|------------|-----------|----------|----------|------------|-------------|
| | | S. D | D | A | S. A | Average | No response |
| 13 | New teachers are supported in areas of : a) teaching all ability students | 1 | 9 | 6 | 3 | 2.6 | 1 |
| | | 3 | 2 | 12 | 3 | 2.8 | |
| | b) planning and preparation of lessons | 1 | 10 | 5 | 4 | 2.6 | |
| | | 1 | 4 | 13 | 2 | 2.8 | |
| | c) extra curricular activities | 2 | 12 | 4 | 2 | 2.3 | |
| | | 4 | 5 | 10 | 1 | 2.4 | |
| | d) materials or resource building | 3 | 9 | 5 | 2 | 2.3 | 1 |
| | | 4 | 4 | 11 | 1 | 2.5 | |

TABLE 5.5: General areas of support for NQTs

Teacher socialization and leadership

The NQTs were enabled to socialize into the school's culture within their department or at cycle level. The results indicate that their colleagues were willing to share their resources, help with planning of lessons and provide constructive criticisms. However, their support usually did not extend to observing the NQTs in class as ten secondary respondents, and 12 in primary, reported that they had not been observed in class by their colleagues (see Table 5.6).

| | PERCENTAGE | | | | | |
|--|------------|----------|----------|-----------|------------|-------------|
| | S.D | D | A | S. A | Average | No response |
| 14.Culture/ socialisation/ support | | | 9 | 11 | 3.6 | |
| Members of staff in my Department or cycle: | | 2 | 10 | 8 | 3.3 | |
| a) were willing to share their resources with me | | | | | | |
| b) help me plan my lessons | 1 | 5 | 7 | 7 | 3.0 | |
| | | 2 | 11 | 7 | 3.3 | |
| c) observed me in class | 3 | 7 | 7 | 3 | 2.5 | |
| | 5 | 7 | 4 | 4 | 2.4 | |
| d) provide constructive criticisms in order to help me improve | 2 | 4 | 8 | 6 | 2.9 | |
| | 4 | 4 | 10 | 2 | 2.5 | |

TABLE 5.6: Teacher socialization and leadership

In the event that they experience difficulties, the findings indicate that 19 of secondary NQTs consult their HoDs and a more experienced teacher in the department, while only 12 of the primary NQTs would seek the assistance of the subject coordinators with 18 consulting a more experienced teacher within the cycle/level they teach. The majority of both groups of respondents would seek assistance from older or younger teachers within their department or cycle but not all would seek advice from teachers in other departments or cycles. Furthermore, in secondary, 13 of the NQTs consult their new colleagues compared to nine of their primary counterparts (see Table 5.7).

| | PERCENTAGE | | | | | |
|--|------------|----------|-----------|-----------|------------|-------------|
| | S.D | D | A | S. A | Average | No response |
| 15. When I experienced problems with the delivery of my lessons, I consulted: | | | 8 | 11 | 3.6 | 1 |
| | 3 | 5 | 6 | 6 | 2.8 | |
| a) my studies coordinator/ subject leader/ HoD | | | 8 | 11 | 3.6 | 1 |
| | | 2 | 9 | 9 | 3.4 | |
| b) a more experienced teacher in my cycle/department | 1 | 6 | 6 | 5 | 2.8 | 2 |
| | 4 | 3 | 10 | 1 | 2.4 | 2 |
| c) a more experienced teacher in the staffroom | 1 | 2 | 10 | 4 | 3 | 3 |
| | 2 | 3 | 8 | 5 | 2.9 | 2 |
| d) an older teacher in my department/cycle | 1 | 2 | 10 | 4 | 3.0 | 3 |
| | | 3 | 9 | 7 | 3.2 | 1 |
| e) a teacher teaching a couple of years or more than me | 3 | 3 | 7 | 4 | 2.7 | 3 |
| | 2 | 7 | 6 | 3 | 2.6 | 2 |
| f) a teacher in another cycle/department | 3 | 2 | 10 | 3 | 2.7 | 2 |
| | 2 | 7 | 7 | 2 | 2.5 | 2 |
| g) a newly qualified teacher like me | | | | | | |
| | | | | | | |

TABLE 5.7: Types of colleague NQTs seek when needing support

Figures 5.3 and 5.4 illustrate the differences between sectors in the level of consultation with subject or department heads. Subject leaders at secondary level are more readily sought out for consultation when NQTs face difficulties with the delivery of their lessons, compared to most primary

NQTs. The figures denoting the average level of agreement are represented on the vertical axis.

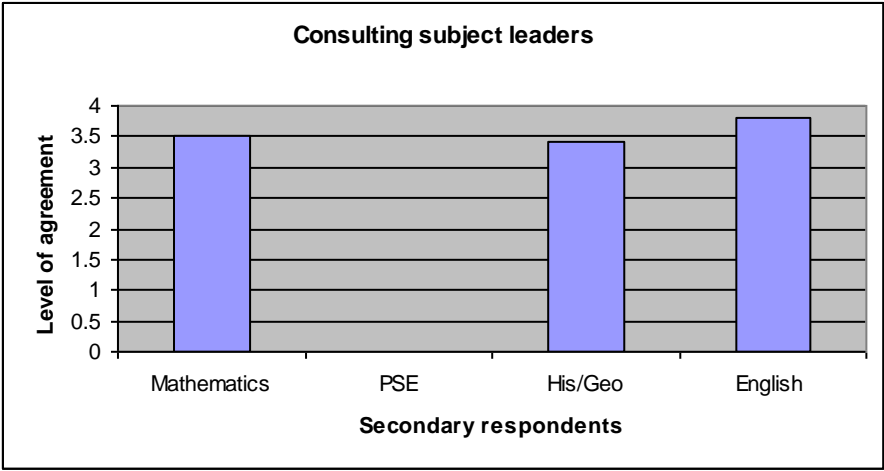


FIGURE 5.3: Level of consultation with Subject Leaders at secondary level.

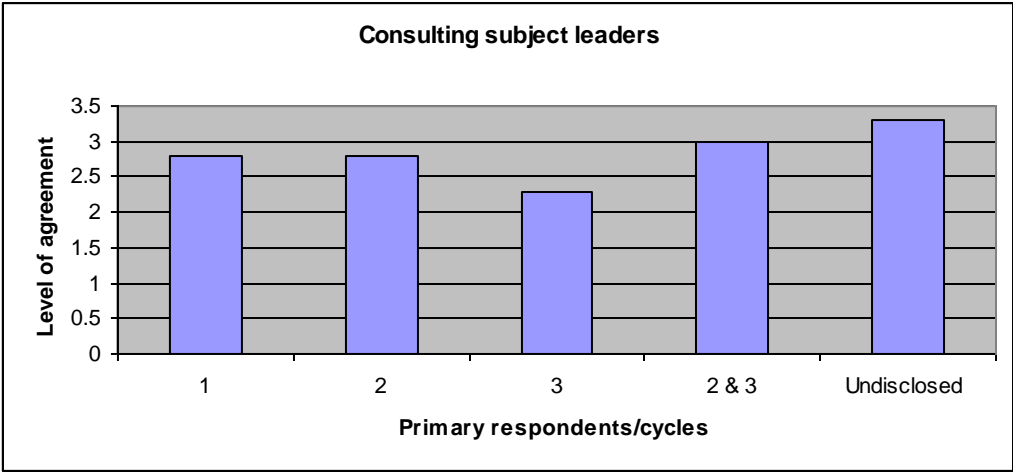


FIGURE 5.4: Level of consultation with Subject Leaders at primary level

Though NQTs are provided with a full teaching load whilst in their first year, the data show they are provided with support in order that they settle

quickly into their job. Furthermore, most of them do not have the chance to see any good practice as only six of NQTs in both categories were able to observe more experienced teachers and only three in secondary and two in primary were able to observe their subject leaders teaching in their classroom (see Table 5.8).

| | | PERCENTAGE | | | | | |
|-----------|--|------------|----------|-----------|-----------|------------|-------------|
| | | S.D | D | A | S. A | Average | No response |
| 16 | New teachers are provided with support at school level which helps them settle down quickly in their job | | 7 | 10 | 3 | 3.1 | 2 |
| | | 4 | 3 | 8 | 5 | 2.7 | |
| 17 | New teachers are given a full teaching load upon their 1 st year of teaching | | 1 | 7 | 12 | 3.6 | |
| | | | 1 | 5 | 14 | 3.7 | |
| 18 | Classroom observation | 7 | 8 | 4 | 1 | 2.0 | |
| | a) I was able to observe more experienced teachers teaching in their classroom | 9 | 6 | 4 | 1 | 1.9 | |
| | b) I was able to observe my HoD/ subject coordinator teaching in their classroom | 10 | 7 | 2 | 1 | 1.7 | |
| | | 11 | 7 | 2 | | 1.5 | |

TABLE 5.8: Teacher Leadership

Training and professional development

Questions 19 and 20 explored the new teachers' perception of the training they had received in the teacher training institution and whether they see a

need to continue to develop professionally. The findings denote that both groups (16 of the secondary and all the primary NQTs) feel that the training they have had has equipped them with the skills needed to cope effectively in their teaching. Furthermore, the majority of them do feel the need for continuing professional development (see Table 5.9).

| | | PERCENTAGE | | | | | |
|-----------|--|------------|----------|-----------|-----------|------------|-------------|
| | | S.D | D | A | S.A | Average | No response |
| 19 | Training given by HE institution | | 4 | 11 | 5 | 3.1 | |
| | The training received has equipped me with skills needed to cope effectively in my teaching | | | 13 | 7 | 3.4 | |
| 20 | Professional Development | | 1 | 8 | 11 | 3.5 | |
| | Newly qualified teachers need to develop professionally though they have graduated recently. | | | 8 | 12 | 3.6 | |

TABLE 5.9: Training and professional development

Satisfiers of new teachers

Question 21 investigated areas, which provided new teachers with satisfaction during their first year of teaching. These findings show that most new teachers feel satisfied with the level of respect and support provided by the staff in their school and by developing a rapport with their students. Moreover, 13 of the secondary and 19 of the primary respondents

agreed that their school leaders are effective. Over 50% of both primary and secondary respondents agreed that opportunities for professional growth are present. In addition, 12 respondents from secondary, and 13 from primary, are satisfied with the availability of resources in their schools (see Table 5.10).

| | | PERCENTAGE | | | | | |
|-----------|--|------------|----------|-----------|----------|------------|-------------|
| | | S.D | D | A | S. A | Average | No response |
| 21 | <u>Satisfiers of new teachers</u> Areas which provide me with satisfaction during my first year of teaching are: the level of respect and support provided by the staff | | 1 | 13 | 6 | 3.3 | |
| | | | 2 | 11 | 7 | 3.2 | |
| | a) developing a rapport with the students at the school | | 3 | 13 | 4 | 3.1 | |
| | | 1 | 2 | 11 | 5 | 3.1 | 1 |
| | b) effective leadership from the Headteacher and other members of the school management team | | 5 | 10 | 5 | 3.0 | |
| | | | 1 | 7 | 12 | 3.6 | |
| | c) opportunities for professional growth | 1 | 7 | 10 | 1 | 2.6 | 1 |
| | | 4 | 3 | 12 | 1 | 2.5 | |
| | e) resources available for use | 1 | 6 | 11 | 2 | 2.7 | |
| | | 4 | 3 | 10 | 3 | 2.6 | |

TABLE 5.10: Satisfiers of new teachers

Dissatisfiers for new teachers

Question 22 provided an insight into issues which created dissatisfaction for new teachers. The findings suggest that 11 of the new secondary teachers were dissatisfied with problems associated with classroom management, compared with only seven in primary. However, the majority disagreed that being given the most difficult class brought them dissatisfaction. Moreover, 17 of the secondary respondents were dissatisfied with inconsistent school management procedures to deal with discipline problems, compared to 10 in primary. The majority of respondents disagreed that inability to deal with parents at this stage of their career, or any favouritism by head teachers, were sources of their dissatisfaction. However, 16 of the secondary NQTs were dissatisfied with some experienced teachers who portrayed a lack of motivation compared to eight in primary. In general, the evidence showed that the level of dissatisfaction is lower for primary respondents than for those in secondary schools (see Table 5.11).

| | | PERCENTAGE | | | | | |
|----|--|------------|----|----|------|---------|-------------|
| | | S.D | D | A | S. A | Average | No response |
| 22 | <u>Dissatisfiers of new teachers</u> Areas which made me feel dissatisfied during my first year of teaching are: | | 8 | 2 | 9 | 3.1 | 1 |
| | a) problems associated with classroom management | 3 | 10 | 4 | 3 | 2.4 | |
| | b) being given the most difficult classes to teach | 3 | 13 | 3 | 1 | 2.1 | |
| | | 2 | 10 | 5 | 3 | 2.5 | |
| | c) inconsistent school management procedures to deal with discipline problems | | 3 | 11 | 6 | 3.2 | |
| | | 1 | 9 | 5 | 5 | 2.7 | |
| | d). inability to deal with parents | 1 | 17 | 2 | | 2.1 | |
| | | 5 | 11 | 3 | 1 | 2 | |
| | e). favouritism by the headteachers | 3 | 11 | 4 | 1 | 2.7 | 5 |
| | | 2 | 12 | 2 | 4 | 2.4 | |
| | f). that some experienced teachers lack motivation | | 4 | 12 | 4 | 3.0 | |
| | | 3 | 9 | 4 | 4 | 2.5 | |
| | g). that some experienced teachers do not appreciate new ideas | 3 | 8 | 5 | 4 | 2.5 | |
| | | 5 | 7 | 4 | 4 | 2.4 | |

TABLE 5.11: Dissatisfiers of new teachers

Overview

The findings denote that the involvement of school leaders in their school's induction process is mixed, especially in their first encounter with NQTs. The evidence on their leadership qualities is inconsistent as NQTs' responses indicate that they found their leaders effective and yet found them to be inconsistent with their procedures for dealing with disciplinary problems. Moreover, the subject leaders did not demonstrate their expertise in the classroom so these NQTs were not able to emulate their practice. Hence, the findings provide mixed evidence about the nature and extent of the induction programme in the schools. The no responses are prevalent with questions which the respondent had to think critically and make a point of view such as questions 6 (a), 7, 8 (a, c and d), 9, 10, and 15.

The next chapters will explore how NQTs are inducted in three case schools in the Seychelles.

CHAPTER SIX: CASE STUDY ONE – THE CORNER SCHOOL

Introduction

A qualitative approach was adopted for part of this study in order to gather deeper insights into the induction procedures for NQTs. Three schools were chosen; two primary and a secondary. Their size was the determining factor in the sampling strategy applied. The size of case schools range from medium, large and extra large. In the Seychelles, there are twice as many primary schools as secondary, so two primary schools were selected compared to one secondary. The first primary school was given the pseudonym of the ‘Corner’ School.

The ethical issues related to research were adhered to and, after being given access by the education authority to carry out the research in the selected schools, the researcher met with the head teacher and all the targeted respondents to ask them personally whether they agreed to participate in the study. This was followed by planning the date and time of interviews to minimise the impact on the school’s routine.

School Context

The Corner School is a three stream, medium size primary school with a student population of 556. The school has a staff comprising of 40 teachers ranging from crèche to primary six, 19 ancillaries (support staff helping teachers in the classroom) and 14 other support staff. The school's management team is made up of the Head teacher, and four subject coordinators.

The school is situated near the main town Victoria and caters for students from eight sub-districts. Their mission is to provide students with opportunities to develop their skills thus becoming well-behaved educated citizens and by having a collaborative environment enabling all stakeholders to work for the success of the school.

Data collection

The case study comprises of data derived from interviews and documentary analysis. No induction or mentoring activities took place during the field work phase so it was not possible to observe induction practice.

Interviews with school leaders

The head teacher and two subject coordinators were interviewed using the same interview schedule (see Appendix 5). The interviews lasted for an hour each. The researcher took notes which were then word processed and submitted to the respondents for verification and approval.

The interview data have been sorted and categorised into the following themes:

1. Induction and mentoring practice;
2. support provided to NQTs;
3. challenges and
4. training these managers face to lead their induction programme more efficiently

Induction and Mentoring Practice

Both subject coordinators are in agreement with the head teacher's response; '*I meet the new teacher first, get to know the person and may even tour the school with him or her*'. Both subject coordinators indicated that they get to know the person first and then begin to induct the person. '*I*

induct the teacher on an academic level, for example, telling the person the number of pupils in the class, the resource/materials available'. They stated that they may tour the school if the person has not done so with the head teacher. The respondents had clear ideas of what induction and mentoring means. Table 7.1 shows the school managers' perceptions of induction and mentoring.

| Respondents | Perception of Induction |
|---------------------------------------|---|
| Head teacher | <i>...some sort of programme where you get the person to fit into the organisation so that s/he knows exactly and how to get on</i> |
| Early Childhood Coordinator | <i>Helping teachers to know about the school, the child, materials, time allocation, become accustomed to, be friendly and know everything about how the school operates including the activities</i> |
| Studies Coordinator (Maths & Science) | <i>Induction of teachers is introducing them to school life, acquainted with school rules, integrate them into school life. Making them feel welcome, at ease and part of the school</i> |

TABLE 7.1: *School leaders' perception of induction*

Classroom observation is the medium used by the school leaders to monitor and detect the teachers' strengths or weaknesses. Teachers identified as needing help are then mentored. According to the head teacher, teachers are mentored when experiencing either attitude problems or difficulties with their practice. Hence, teachers who have negative attitudes are mentored by the head teacher while the subject coordinators mentor those needing help with their instructional practice. The school leaders' interpretations of mentoring are indicated in table 7.2:

| Respondents | Perception of mentoring |
|---------------------------------------|--|
| Head teacher | <i>Mentoring is supporting somebody to improve upon the first initial meeting, the problems/weaknesses, strengths are identified and supported.</i> |
| Early Childhood Coordinator | <i>Go and see how the teacher teaches the subject. Monitor to see if the teacher is on track and hold conferencing to discuss nicely the strengths (praise) and weaknesses (help) to teach better and for learning to take place</i> |
| Studies Coordinator (Maths & Science) | <i>Mentoring concerns targeting specific weaknesses of a teacher and to help him/her to improve through mentoring, support, role playing, for example demonstrate the appropriate classroom management skills and provide constant feedback.</i> |

TABLE 7.2: School leaders' perceptions of mentoring

The respondents' feedback shows that mentoring at Corner School has several dimensions; close monitoring of the teacher, identification of strengths or weaknesses, and activities aiming at improving classroom practice.

Support provided to NQTS

New teachers are treated like any other members of staff. *'They are given their full teaching load and we encourage them to join the committees or clubs and to share ideas'* (S.C Mat /Sci). Moreover, the head teacher stressed that all members of staff in the school have to join the school house system, to develop good relationships between students and teachers.

The respondents agreed that NQTs are monitored through their practice and their lesson plans. Thus, they are mentored and the level of mentoring decreases as they improve. New teachers are expected to take part in school activities and, according to the head teacher, some of them *'complain of too much work'* but *'these teachers are given time to integrate themselves throughout the year. Some need to be monitored and counselled but in time they themselves integrate at their own pace and time'*.

Challenges

The three respondents identified similar challenges. These are mainly getting the NQTs to:

- share ideas and be innovative; getting the NQTs to share ideas with other colleagues and to initiate certain activities instead of relying mainly on their experienced colleagues (S.C Maths & Science).

- to perform up to standard; as some NQTs seemed to be performing below standard as the Maths and Science Coordinator explained
‘ sometimes we get NQTs not on our standards and thus I fear and feel concerned about their qualifications in the field they want to teach’.

The head teacher stated that *‘the main challenge is to get them to come with the package that will innovate the teachers and at times it is not what you expect from them as while they are on practicum they perform well but when they qualify they seem to slack down and I have to be after them, especially their planning’.*

Moreover, one of the subject coordinators mentioned that the NQTs in her cycle have very good teaching and learning strategies and they are able to use new technology in their teaching. Hence, she considers it as a challenge for she needs to keep on learning so as keep on par with her teachers.

Training

School management team members have had no formal training in induction or mentoring but they stated that they have received information through meetings so they are sensitised about both processes. They mentioned that they have benefited as they are aware of the benefits that both programmes bring to the school.

School managers' needs differ in regards to both induction and mentoring.

These are illustrated in Table 7.3:

| RESPONDENTS | TRAINING NEEDS | |
|---|---|---|
| | <i>Induction</i> | <i>Mentoring</i> |
| Head teacher | <i>Develop a policy on induction and how to evaluate its effectiveness</i> | None – “seems to be doing it well” |
| Studies Coordinator- Early Childhood | <i>-know the right way to handle/ welcome a new person -correct sequencing and structuring a report about a person's performance and attitude</i> | <i>-refresher course to bring new ideas into my practice</i> |
| Studies Coordinator- Maths & Science | <i>-like to know the specific way to do an induction programme thus improve the actual programme -how to get teachers to express their expectations</i> | <i>-how to use different approaches to mentor teachers effectively -how to better detect teachers' needs</i> |

TABLE 7.3: School leader's perception of their training needs

One middle manager added that the school needs to get a report of the trainees' performance from the NIE so that they could be better supported by the school. NQTs need to be supported by both school and NIE during their probation year and assessed by both institutions before they graduate.

Interviews with Newly Qualified Teacher

The NQT, a female teacher is currently teaching in Primary One (P1). She has 1½ years experience as a teacher, all in the ‘Corner’ school. The findings of the interview have been processed thematically (see below):

Induction into the profession

The NQT claimed not to have had any induction into the profession.

Induction at school level

The NQT claimed that the Head teacher was away on sick leave and that the Studies Coordinator did not induct her at school level. Hence, *‘the first day I familiarised myself with the class, cleaned and organised it but did not have time to go round the school’*. Hence, the NQT had to go round the school alone and in the first three weeks she *‘knew the staffroom, offices and only P1/P2 classes’*. As for school procedures, the NQT explained that she got to know them from *‘a paper, like sort of rules given to all teachers [during] morning talk’*. She knew the school’s vision and mission by reading it from the notice board while she claimed that the ancillary in her class *‘taught me how to keep the mark book as I had no idea’*. Additionally, the NQT had difficulties with some school procedures such as duties done by teachers during lunch time. She claimed to have *‘read the circular posted on the notice board but did not know exactly where the blocks were [and]*

had to ask where in the block I was supposed to go'. Furthermore, she got to know the staff movement record when she *'had an appointment and had to leave then the Head teacher told me about the file'*. However, school rules and regulations were made available to her and she got to know the school's development plan during the second term when she joined the school improvement team.

Difficulties faced and coping strategies

Most of the difficulties faced by the NQT related to planning and preparation. She claimed to have done revision during the first two weeks but found team planning ineffective *'as teachers only discussed the topic so I prepared only what I thought was best'*. The NQT identified different difficulties faced during the three terms of the school year. During term one; she had difficulties with record keeping as she was:

'unable to keep the register, did not test pupils' reading ability, had to seek help on how to enter exam results and had no idea how to do analysis'. In term 2 and 3, keeping the reading record was still problematic as she did not test the pupils and thus they performed badly in the examinations as they could not read the instructions. The NQT sought help from another P1 teacher and was reluctant to approach others *'for they would think I am a bad teacher'*.

Support received

Support was provided to the NQT by an experienced teacher at the same level. The NQT stated that she expressed her concerns to the Studies Coordinator several times and was told that things will be okay, but never came to visit her in class. She claimed that she stopped telling the Studies Coordinator but consulted the P1 teacher instead; *'the P1 teacher came to my class and shared her resources, thus we were always going to each other's class'*. Moreover, the NQT perceived that the teachers in the school were divided as they related only to teachers teaching in the same cycle or class. Thus, she felt it to be easier to mingle with teachers within her cycle but joined others only when involved in a school-based activity.

Perceptions of induction and mentoring practice

The NQT said that *'there was no induction'* and mentoring was *'planned but never implemented and what was unfair is that I was blamed for the pupils' bad performance'*. She stated that she was *'discouraged and even wanted to quit or be transferred to another school'* but the head teacher advised her to stay. From this interview, the teacher said that she was happy now as the previous Studies Coordinator has left and she is being mentored by the new one, thus feeling *'happy to be on track'*.

Professional Development

The teacher said that she has made progress academically in the subject content and has made a huge improvement in her classroom teaching strategies. She has also joined an Extra Curricular Activity Club where students with reading difficulties learn to read, thus gaining more experience which she can apply in her own classes.

Effectiveness of teacher training

The NQT said that *'all units and methodologies across the subjects helped'*.

The NQT claimed that *'NIE should have more control on the number and quality of trainees. Too many trainees left after the first year thus a waste of resources'*. She insisted that induction should begin 3 days prior to beginning of term and schools should integrate teachers during the first term. In her case, *'some teachers' names were unknown'*. Moreover, she claimed that induction should be an intensive two week programme and that the time should be prolonged but she insisted that: *'full support should be provided during the first 2 weeks'*.

Documentary Analysis

Quality Assurance Report

The first document analysed is entitled Quality Assurance Service (July 2007) External Evaluation of The Corner Primary School, Ministry of Education, Seychelles. It denotes the external evaluation which took place in April 2007. The evaluation:

‘covered the performance of pupils, the ethos of the school, the management of resources, the quality of the teaching process, the welfare and well-being of pupils, development and self-evaluation’ (page 1). The school had good reviews except when it came to dealing with NQTs. The report indicated that: *‘the school had no structured system or programme for the orientation and induction of staff new to the school’ (page 8).* This criticism led to the school producing the document analysed below.

The induction booklet

The school has produced a document called “The Corner School Induction for New Teachers”. This is a four page document stipulating how the induction process should be carried out. There are six main headings; Familiarisation with the school infrastructures, the General Information about the School Organisation, Teaching and Learning, Support, School

Improvement Development, Weekly Calendar, Resources. Each of these sections provides indicators of what the new teacher should do or refer to. The missing link is how the process will evolve and be assessed.

Overview

The case study shows that the Corner School reacted in a constructive manner to the criticism it had from the QA evaluation which pointed out the problem with the induction of new teachers. The school leaders set about designing guidelines for their induction programme. The head teacher seemed to be the key player in the induction process but when away from school, there seemed to be no one designated to enable the process to happen. Furthermore, at the time of the research, the researcher was not able to observe any activities, as the induction process seems to be an event lasting for a couple of days or up to a week. The induction process appears to be:

- the new teacher meets with the Head teacher who talks to him/her, provides him/her with the school's regulations and tours the school with him/her
- then, the person is inducted with their Subject Coordinators and in turn inducted into the teaching and learning process

- the person is formally introduced to others in the first staff general meeting prior to the beginning of term
- once monitoring is carried out, the person's weaknesses and strengths are identified and he/she may be mentored to improve on weaknesses detected and this process will cease gradually once the person gains expertise in these areas.

While this process is apparently clear and appropriate, the NQT's criticisms raise questions about whether the strategy is being implemented consistently. While it is not possible to generalise from the experience of this one NQT, it is evident that induction and mentoring of NQTs is not being carried out with all new teachers.

The difficulties faced by the NQT concerning record keeping and assessment of reading lead one to ponder about the effectiveness of training received.

The author recommends that the Corner School induction programme should be made clear to all the members of the management team so that it can be implemented even when the head teacher might be away from school. Furthermore, the NQTs should be fully supported during the first weeks of their career, with experienced teachers appointed to act as mentors. This should help NQTs to adapt to the school's culture and processes, and to

adopt its school procedures for effective teaching and learning to take place. While the school now has new guidelines, it is too early to tell if they are being implemented effectively and the fact that teachers are isolated in different staffrooms, can be a factor that impedes the successful implementation of the school induction programme. Chapter Seven is the case study of The Centre School.

CHAPTER SEVEN: CASE STUDY TWO – THE CENTRE SCHOOL

Introduction

The second case study involved another primary school situated within the vicinity of the main town. Similar research methods and ethical procedures were applied in this case study.

School Context

The Centre School is a 5 stream, extra large primary school with a student population of 831. The school's personnel consists of 64 teachers ranging from crèche to primary six, 26 ancillaries (these are support staff helping teachers in the classroom, similar to teacher assistants), and 19 support staff. The management team is made up of the Head teacher, five subject coordinators and one special educational needs (SEN) coordinator.

The school is situated near the main town Victoria and caters for students from six districts. Their mission is to provide students with an education that suits their needs and they aim to achieve this by creating 'an environment that fosters sound social behaviour, motivation and responsibility for learning' (Centre School Development Plan 2006-2008:3)

Data collection

The case study comprises data deriving from interviews and documentary analysis only. There were no inductions or mentoring activities during the field work period so it was not possible to carry out observations.

Interviews with school leaders

The Head teacher, five subject coordinators and a special educational needs coordinator were interviewed using the same interview schedule (see Appendix 5). The subject coordinators are from the following cycles; in Early Childhood two of them were interviewed and have been coded as EC1 and EC2. The others are the Special Educational Needs Coordinator (SEN) and the subject coordinators for Maths and Science, and for Languages and Option C (meaning that the coordinator is responsible for non examinable subjects).

The interviews lasted for an average of 30 minutes each. The researcher took notes which were then word processed and submitted to the respondents for verification and approval. The interview responses have been categorised into themes similar to the first case study

Induction and mentoring practice

The middle managers' responses indicated that the head teacher takes the lead in the welcoming and induction of the new teachers coming to the school. They say that the first thing they do is to introduce themselves personally to the new teacher and the other teachers in their cycle. The head teacher also introduces the teacher in the general staff meeting held prior to the beginning of term. According to the head teacher, the teacher(s) 'meet with me in my office and we talk about what they are going to do in the school. Then, I go over the contents of the school prospectus, professional ethics document, and teacher's responsibility documents. The students get to know any new teachers in the school or cycle assemblies. Then the teacher is inducted within the cycle where s/he becomes acquainted with the teachers and the school facilities which have a direct link to the cycle s/he will teach'. Then, the respondents agreed that the person is taken on a tour of the school, enabling them to know the size of the school and the location of the classes.

Teachers being inducted are invited to talk about their practice and to state their strengths and areas of weaknesses, and areas where they need help (EC2). Classroom observation is the medium used by the school leaders to monitor and detect the teachers' strengths or weaknesses. The teacher,

identified as in need of help, is allowed to choose a mentor from the SMT; preferably their subject leader within the cycle they teach. The respondents mentioned that mentoring can be either formal through classroom observation, and completing a checklist and conferencing, or informally, through interaction with the experienced teachers in the staffroom (SC-Languages).

The school leaders' discernment of induction and mentoring indicated their knowledge of both concepts.

Induction

The respondents' feedback shows that they interpret induction of teachers to mean introducing them to their SMT, their colleagues and knowing the school regulations, their curriculum and infrastructure. The respondents' views are summarised through this response; *'introduction; introducing the person to other teachers, the school by telling him/her about the school rules and regulations, policies, location of facilities and resources'* (Studies Coordinator – Option C). Furthermore, the person is welcomed as the Head teacher indicated; *'making the person feels welcome, at ease and know what is expected of them'*. According to her, the induction process is a two way process as the new teachers are given *'a chance to ask questions and seek clarification on any issues'* (HT).

Mentoring

The school's management team view mentoring as helping a person to overcome his/her weaknesses and for them to act as a role model to others. Their mentoring process begins with detecting the weakness; *'detect if a person needs help, talk to the person and become a role model'* (SEN), *'discuss strengths/weaknesses with a particular teacher, work closely with him/her and act as a guide'* (SC-Mat & Sci). It also means getting the teacher to agree that they need to be supported as the head teacher explained *'support new teachers in areas discovered in need of support after the teacher has agreed'*.

Furthermore, mentoring at Centre School has a variety of dimensions; close monitoring of the teacher, identification of strengths or weaknesses by the school leaders through monitoring, and helping people to overcome their weaknesses in order to improve their teaching.

Support provided to NQTS

The respondents indicated that new teachers are treated like any other members of staff; they are well integrated into the school and are encouraged to join committees or clubs at school level. However, the size of the school is indicated to be a hindrance, as these teachers interact only with the teachers from their cycle most of the time. This is because the

school is very big (EC2, SEN, SC Maths & Science,) thus, *'teachers do not show much interest with others'* not in their cycle (EC 2). The school leaders indicated that NQTs are well supported both formally and informally at school level. The head teacher stated that for *'the first four weeks the subject coordinators and I are in their class'*, showing that these teachers are monitored closely in the classroom. In the case that weaknesses are detected, then these NQTs are encouraged to be mentored formally with their subject leaders. Moreover, the head teacher pointed out that the management team mentors the new teachers in their cycle in their role as class teachers. These new teachers are supported with record keeping, such as keeping their class register, mark book and lesson preparation. However, informal mentoring seems to be popular as they get *'help from more experienced teachers'* (EC 1), *'through orientation/induction or morning talk, PD sessions, cycle meetings, and team planning'* (EC2). Furthermore, the members of the team stated that the NQTs are urged to seek help too. All the respondents agreed that no special professional development sessions were provided to cater for any difficulties the NQTs had.

Challenges

The respondents agreed that they face challenges when dealing with NQTs. These arise mainly from the location of the school, interpersonal skills of

the school leaders, teaching strategies used by the NQTs and the extent to which NQTs are likely to seek help.

a) The school location

The size of the school compound, and the location of classrooms, are two of the challenges faced by the head teacher, especially when it comes to visiting NQTs to see how well they are settling into the school.

b) Interpersonal skills of the school leaders

Another challenge is for the school leaders to be prepared *'to listen and accommodate NQTs' views to change and or redistribute subjects given on their timetable'* (HT). This requires leaders to develop appropriate listening skills.

c) Teaching strategies used by the NQTs

The subject leaders are concerned about NQTs limited teaching strategies; *'We expect the NQTs to have learnt about differentiated teaching at NIE but they are not doing it thus it is a challenge to get the NQTs to adapt to the new teaching strategy'* (EC1). Furthermore, the SC for Maths and Science claims that NQTs *'have problems with the delivery of the lesson and concepts taught... they teach using the traditional method and their teaching is shallow thus it is challenging to get them to change their*

teaching styles'. This view is shared by the subject coordinator for languages and the challenge is for her *'to help the NQTs as they have difficulties with the development stage of their lesson and classroom management*'. However, some NQTs, especially those in the Early Childhood section, are innovative as they *'come with a lot of ideas and plan to use new technology so I have to ensure that I am up to date with the knowledge required*' (EC 2).

d) Extent to which NQTs are likely to seek help

One subject coordinator finds that, though urged to seek help, some NQTs are not doing so and, after discovering the problem, she finds it challenging to get the NQT to accept being helped by her, especially those not teaching the subjects she is responsible for.

Training

The school management team members have had no formal training in either induction or mentoring but they stated that they have received information through meetings, and by carrying out their own research, thus they have been sensitised about both processes. They mentioned that they are aware of the benefits that both programmes bring to the school.

School managers' needs are quite similar as they have all requested that training sessions should be held for them to acquire skills and knowledge on how to design, implement and evaluate both induction and mentoring programmes for their schools. Furthermore, they were eager to gain techniques to induct and mentor their staff effectively.

The head teacher added that there should be working sessions for head teachers as a means of sharing best practices and reflections on their induction practices so that all teachers will benefit. As for the subject leaders, some had been inducted into their jobs when promoted but a few mentioned that this practice should be done for all new members of the management team.

Interviews with Newly Qualified Teachers

The NQTs, both female teachers, are currently teaching in Primary 5 and 6 classes. They have two years experience as teachers. They have been coded as NQT A and NQT B. NQT A is still in the same school while NQT B has recently been transferred from another school. The findings of the interviews have been processed thematically as seen below:

Induction into the profession

NQT A claimed that there was a two day workshop held at the National Institute of Education (NIE), where they were told what was expected of them in the school. The workshop was facilitated by personnel of the Ministry of Education. However, NQT B stated that she does not remember being inducted professionally except going for interviews *‘where we got a few scenarios on what to do’*.

Induction at school level

NQT A *‘was welcomed but not inducted and there was no one to tour the school or what so ever’*. NQT B spent one year in a school before being transferred to the present school. She claimed to have been welcomed and told where the records were kept. *‘They missed one out but insisted that I was told when the Quality Assurance people came to the school. I was welcomed well in the present school but... not inducted by management because I came from another school’* (NQT B). Both NQTs knew about the school’s procedures through: “the head teacher during the staff meeting while reminding all teachers” (NQT B). In addition, both NQTs stated that their colleagues and subject coordinator helped them too. The NQTs

indicated that: *'school management should have an induction programme for newly qualified teachers and that NQTs should be mentored as they learn lots of strategies and hence unsure how to use them... should look at their lesson plans, and help them to plan well. Help them in any way as some teachers are not willing or reluctant to share'* (NQT B).

Difficulties faced and coping strategies

The NQTs claimed to have difficulties in using the appropriate teaching strategies; *'We learn so many at the NIE and I was not sure which one to choose'* (NQT B). Additionally, NQT A claimed that she: *'had a [Primary Five E] class with lots of difficulties and I had to find strategies to cope with them'*. Furthermore, she claimed that she felt tired with the teaching load of 30 out of 40 periods per week and providing cover for absent teachers and thus didn't have much time to mark her books.

Support received

The level of support received by the NQTs varies. NQT A found the subject coordinator to be most willing if she had time and resources. NQT B claimed that she could approach her colleagues and knew that these teachers would help due to existing friendships. Both NQTs agreed that there is a

good working relationship among teachers as: *'the rule of the school is to encourage teachers to seek help from colleagues'*.

Induction and mentoring practice

Both NQTs indicated that they were not inducted effectively into school life. One (NQT B) categorically stated that she was neither not inducted nor mentored, while NQT A stated that: *'I didn't receive any mentoring. Support was provided to me when I sought it'*.

Professional Development

The NQTs were in agreement that they both improved academically during the two years of their career. NQT B specified that she is teaching new topics that she didn't know about before. Professionally, she indicated that she is using more teaching strategies, her horizons have broadened and her teaching has more depth. NQT A claimed that her language skills have improved; she is more aware of her practice and knows the topic better. Although these are self-reported claims, which cannot be verified, they do indicate high levels of confidence.

Effectiveness of teacher training

The new teachers indicated that *'training was good but it depends on how much you absorbed'* (NQT B). NQT A agreed that: *'Classroom*

management skills ... academic and methodologies’ learned were good as *‘I still make use of my notes’*. On the other hand, both feel that there is a need to review the programme by adding more practice time *‘as the more you practice, the more you can handle things on your own’* (NQT B). Besides, NQT A stated that an added unit that *‘dealt with recording such as keeping a class register’* should be introduced. She suggested that: *‘there should be more items in the assessment and evaluation module as the item analysis learnt is not in depth as done in the school’*. In addition, the trainees remarked that aspiring teachers need to be more knowledgeable as training is different from the school realities (NQT A). NQT B indicated that allowances should be made for those who really want to teach even though they might not be that bright academically. Such teachers may need extra support at school.

Documentary Analysis

Ten documents pertaining to the school’s procedures and guidelines for staff members were analysed. These documents were sampled purposively. All those mentioned by the respondents during interviews were analysed, and checked to see to what extent they are relevant to induction and/or mentoring. Out of the ten, seven of them had a direct relevance to getting the new teacher to understand and follow the school procedures and the education authority standards for teachers.

1. *Centre School, School Development Plan 2006-2008*

This is a 39 page document published in December 2005. The document provides the school's vision and mission, the background and catchment areas the students come from. The statistics of the school population and management teams are depicted too. The school development plan (SDP) indicates that the school is focussing on four areas; teaching, learning, support and guidance, and professional judgement. The main focus is on the management action plan and their priority for improvement is monitoring teaching and learning. One of the actions specifies the management team's implementation of their mentoring plan, where the subject coordinators have to mentor staff in need as from the fourth week of the first term of 2006.

2. *Centre Primary School, Prospectus (July 2007)*

The document describes the school. It contains extract of the school's development plan especially the vision, mission, background, priorities and goals of the management team. Furthermore, it contains the students and the teachers' pledge, a list of various committees that have been set up, activities planned by the school and a list of important days to remember including their purpose. This document is very informative

for both parents and teaching staff alike. The only limitation is that it is not being updated on a yearly basis.

3. Centre Primary School Minutes of Management 2008-2009

All the minutes were studied and the issue of mentoring was discussed in each monthly meeting; a total of 10 meetings for the year 2008 and one for 2009. The main foci were reports, by all middle managers attending, of how they had chosen their mentees and the progress of their mentoring process. The managers decided when the mentoring process could be stopped. However, the minutes show that these teachers needed to be closely monitored. By mid-year 2008, the headteacher had completed mentoring the Early Childhood Coordinators on how to conduct classroom observation and these leaders were expected to choose their mentee and take the lead as mentors. According to the minutes, most teachers were being mentored on how to re-teach topics not grasped by their students, classroom management and dealing with disciplinary problems. The school leaders were mentored on what to look for while observing classes and classroom appearance.

According to the minutes, the middle managers start mentoring their staff members within a few weeks of the new school term, thus denoting

a will for effective teaching and learning to take place in line with the management action plans. Additionally, the head teacher found it necessary to mentor the new middle managers on how to carry out their tasks effectively, especially on how to carry out effective classroom observations.

4. Centre Primary School checklist for classroom observation

This document serves as a guide on how to record information deriving from a classroom observation. It is a simple checklist where the mentor lists issues, ticks the 'Yes' or 'No' column and writes a comment as justification.

5. Centre Primary School Mentoring Plan 2009

This serves as a record of implementation where the subject leader can evaluate whether s/he had kept to the plan and also evaluate the number of times mentoring had taken place.

6. Education in Seychelles Professional/Ethical Standards for Teachers

A Handbook: Ministry of Education March 1999.

This is a handbook depicting the standards to be maintained by teachers in relation to their:

1. pupils; indicating a list of 12 responsibilities that teachers must adhere to for the pupils in their care.
2. their colleagues and the teaching profession; showing a list of 11 responsibilities
3. the parents, the school and the community; showing a list of four responsibilities and
4. the Ministry of Education, depicting a list of two responsibilities.

This document is more like a code of conduct for teachers but does not have any sanctions if any of the professional/ ethical standards are not adhered to.

7. *Centre Primary School “Teachers Responsibilities”* published in October 2000

This is a four page document which ‘contains certain fundamental information which teachers must consider in their day to day work. These will no doubt help to make things run more smoothly for you throughout the year’ (page 1). This document stipulates 20 main areas. These are grouped under the following themes;

1. *the teacher*; indicating staff registration, movement, absences, planning, indicating deadlines to submit lesson plans and termly plans and types of records to keep such as assessment, homework,

class fund and procedures of how they should be kept and who to submit them to. The school language policy is another document that teachers are given. This emphasises the use of English and French at school and the days that teachers and students have to communicate in these languages only. There are guidelines which serve as reminders such as one on corporal punishment where teachers are reminded about what they are supposed to do and not do when handling misbehaviour. Finally, there are guidelines on the effective use of non-teaching periods and who to contact if a teacher needs to leave the school premises during that time.

2. *the school infrastructure*; referring to guidelines pertaining to the maintenance of classroom, the staffroom and supervision in the dining hall and playing field, and what teachers need to do and who to contact if any problems arise while using the infrastructure or while on supervision.
3. *Resources*; indicating that the use of resources such as the school's telephone, stores, and resources are strictly monitored as the guidelines stipulate. Teachers have to request permission and the days and times these resources are to be made available are clearly outlined in the document. Furthermore, the staff-members are cautioned about wastage.

4. *Communication*; portraying a variety of communication paths to staff and students alike. These are in the form of the morning talk, assembly, and registration time of pupils in the morning. The document provides the days, time, duration and what teachers should do. Unofficial visits of parents have been included in this category where it is stated to whom parents should report first when they come to school.

Overview

The case study data show that the Centre School induction programme is known and understood by the management team but not by the new teachers. The management perceive induction as introducing a new teacher to the members of school staff, knowing the curriculum, the school regulations and infrastructure. There is a mismatch of opinions between the new teachers' perception of their induction process and the school's management claims. The school has some documented guidelines which can be of help to the teachers but the NQTs never referred to them during their interviews, especially when discussing the support provided during their first year of teaching. The school leaders have set up a mentoring programme but the teachers, once identified as having problems through monitoring, need to accept the process and agree to be mentored. Teacher

leadership seems to be developing on an informal basis where some more experienced teachers are seen as willing to help their new counterparts. It appears that the induction process in the Centre Primary School is in its infancy where the intention is to provide for effective implementation, though not fully catering for the new teachers' needs. The school leaders are aware of certain limitations and have requested training in the design, implementation and evaluation of both induction and mentoring.

Chapter Eight provides the case study of induction in The Brilliant School.

CHAPTER EIGHT: CASE STUDY THREE - THE BRILLIANT SCHOOL

Introduction

The third case study is a secondary school. The direct replication method (Yin, 2003) was applied here as with the previous case studies. The ethical procedures adhered to in the previous case studies were also applied to this one.

School Context

The Brilliant Secondary school is a large school catering for 789 students. The school is situated in the eastern region of the main island; Mahe. It is a six stream school with six classes per academic year from secondary one to four and five classes at secondary five, thus, a total of 29 classes, not including specialist areas such as Technical Enterprise rooms and science laboratories. As of this year, (2009), due to the re-structuring by the Ministry of Education, the school is made up of five departments. They are

- a) Languages (English and French),
- b) Mathematics and Science;
- c) Social Sciences (History and Geography);

- d) Technology and Enterprise, the Arts and Information Technology and
- e) Personal and Social Education, Physical Education, Religion and Careers.

Four departments are led by their Head of Department (HoD) and the fifth one is led by the Deputy Head for Pastoral (DHP).

The school is led by a Head teacher and two deputy heads; one for curriculum and one for pastoral. There are 74 members of staff; 59 teaching staff, five of whom are expatriates, and 12 support staff, of whom three are ex-A level students helping out with teaching while awaiting their scholarship for further studies.

The school vision aims at: “sustaining a culture of excellence where everyone is encouraged to develop their potential to the maximum” (The Brilliant School Development Plan 2006-2008). The vision stipulates that everyone is expected to be responsible, and to be respectful to themselves, others and their school environment. In addition, the school’s mission is to cater for the development of the individual in a safe environment with the full support of all its stakeholders.

Data collection

The case study comprises data derived from interviews and documentary analysis, because there were no inductions or mentoring activities during the field work period. The respondents comprised of the head teacher, two deputy heads (curriculum and pastoral) and three HoDs. The fourth HoD for Social Sciences is newly appointed to the management post and was not interviewed as he was being mentored into the new post. The three HoDs interviewed are from the, Languages, Mathematics and Science, and Technology and Enterprise departments. In addition, three NQTs were interviewed. The interview with the school leaders and the NQTS each lasted for about 25 minutes. As in previous case studies, the interview responses have been categorised using a thematic approach.

Interviews with school leaders

Induction and mentoring practice

All respondents stated that induction of teachers in the school happens at two levels. First, the school senior management and relevant HoDs meet the member of staff. This is led by the Head teacher who indicated that she welcomes the teacher(s) through a special meeting in the presence of the DHC, DHP and the new teacher's HoD. The meeting is based on telling the teachers what *'is expected of them at the school. The HoD then conducts the Internal Induction at department level'* (HT). The HoDs made it known

that, within the department, the new teacher is inducted into how the department operates, *'what is expected of them where it concerns teaching/learning, lesson preparation and planning for S1-S3 classes'*(HoD-lang). Some HoDs stated that they get the teacher to tour the school and meet other teachers (HoD- Mat&Sci and TE).

The school leaders were asked what they understand by induction and mentoring. The respondents' feedback shows that induction is considered as getting the person to know the school procedures and settle quickly in their job. Mentoring is perceived to have a variety of dimensions; close monitoring of the teacher, identification of strengths or weaknesses, and activities aiming at improving classroom practice, but they say that these are done in a friendly manner. All members of the senior management team have participated in locally organised workshops based on mentoring but have had no training in organising induction activities. They say that they have found these workshops fruitful as they gained ideas on how to mentor their teachers. In contrast, all the heads of departments have had no training in either induction or mentoring but some have gained ideas about both processes in other management courses attended.

Support provided to NQTs

New teachers are treated like any other members of staff. They join their department after having met all the members of the school's management team. The headteacher remarked that *'All staff is allocated duties and treated like any member of staff'*. The NQTs are *'thrown in at the deep end hence their integration depends on the department and their mentors'* (HoD-Lang). The school does not have a policy for induction but indicated that there is a *'Manual of internal procedures which contains all the school's procedures'*. One HoD (Mat & Sci) added that there are departmental guidelines since the teachers might forget all the things told during their induction meeting. When asked how the NQTs are supported during their first year of teaching, the respondents state that this is done mostly through meetings, monitoring and subsequent mentoring both formally and informally by the school management and within the department. Furthermore, meetings are organised with the aim of getting NQTs to voice how they are coping (DHC, HoDs). The main types of support are through classroom support visits (DHC, HoD – TE); mentoring (all respondents) by a more experienced teacher (Head teacher, DHP, HoD-Lang) ; team planning (HoD-Lang) and discussion and having a close working relationship with the NQT (HoD-Lang, HoD – TE, HoD-Mat&Sci). The respondents agreed that no special professional

development sessions have ever been held to help NQTs cope with difficulties they may experience.

Challenges

The main challenge voiced by SMT members is to socialize the NQTs within their school culture such as to *'get them to know the place, be well versed with the school culture; [to get the NQTs to] fit in especially if that is not taking place and to change prejudices that the school is not a good school'* (HT). Other respondents claim that it's a challenge to get NQTs *'to understand the school's achievement, existing procedures and implementation of the school policies'* (DHC) and for them to *'understand the situation of the school and its environment'* (DHP). The HoDs' challenges are mostly related to teaching and learning for they perceive the NQTs as *'having the knowledge but need to be helped in the early years'* (HoD-Lang,). Furthermore, they have problems getting the NQTs to apply theories or ways of doing things differently from what they have learnt at the training institution (HoD TE). Finally, they found that the NQTs are not well qualified to teach their subject for *'they lack the basics in their subject area'* (HoD- Mat & Sci).

Training

The school management team members have had no formal induction training. Most of them mentioned that they have attended locally run workshops or the school-based professional development session on mentoring. All agreed that these workshops on mentoring have had some benefits as they are clear about its purpose and what to do to make it more effective and now they are aware of different perspectives (HoD – Lang). Others who have recently completed their MA in Educational leadership indicated they have learnt about both induction and mentoring as part of the course.

School managers' training needs differ in regards to both induction and mentoring. The head teacher indicated that she does not require additional training. In contrast, others have indicated that their training needs are in areas such as *'knowing the different models of induction and having joint sessions with the ministry officials to discuss induction procedures'* (DHC), *'strategies to develop and implement an induction and mentoring programme in the school'* (DHP), and *'know ways how to interact with teachers being inducted and communication skills'* (HoD – TE). There were others who had no idea of their training needs but were willing to participate in any training in the future.

The school leaders at Brilliant Secondary School voiced their concerns about trainee teachers and the quality of training they are receiving, as they seemed *'to work well while on teaching practice but do not work as efficiently once they complete their training'* (HT). The DHP believes that NQTs should be given the chance to teach classes with difficult students during their training as they have to teach challenging learners once deployed to school. Some feel that training should be reviewed as new teachers should be trained more on how *'to prepare classroom activities and their application in the classroom'* (HoD- Mat & Sci) and for them *'to change certain practices'* (HoD – TE). Others commented that there is a need for new managers to be inducted and mentored when taking up their new post (DHC).

Interviews with Newly Qualified Teachers

Three NQTs were interviewed, in order to obtain different perspectives on the induction procedures in that school over a period of two years; 2006 - 2007. The findings are presented thematically as in the previous case studies. The NQTs responses will be differentiated as follows; the NQT from the 2006 cohort will be referred to as NQT A, and the remaining NQTs will be described as NQT B and NQT C respectively. These were the only NQTs at the case study school during this two-year period.

Induction into the profession

NQT A claimed to have forgotten whether or not she had been inducted into the profession, thus indicating that it was not a memorable experience, but both NQT B and C stated that they were inducted by Ministry officials. They said that it was a two day workshop held at the NIE and they were informed about the teaching profession, policies, rules and what was expected of them as a teacher including the job description.

Induction at school level

All of them were welcomed at the school by the SMT and the HoD. NQT A indicated that she had been inducted at school but it was mostly to get to know the school procedures by the head teacher *'as she makes sure we know these things exist and where to get them'*. All the respondents claimed that the fact that they had previously been on practicum in this school had helped and furthermore, they got to know the school procedures through morning briefings and from the teachers in the department.

Difficulties faced and coping strategies

The NQT A pointed out that she faced difficulties and *even 'got into a big misunderstanding with the head teacher'*. She claimed that her difficulties were behaviour management and when appointed as class teacher, she had been allocated a difficult class or group. NQTs B and C expressed similar

views. NQTs B and C also indicated that they had difficulties in keeping the required records efficiently *'especially how to keep the mark book'* (NQT B). Different coping strategies were applied such as seeking help from the HoD (NQT A, B and C). All the NQTs had difficult classes thus had to apply different coping strategies; NQT A indicated that she formed *'some kind of relationship with the students, worked closely with their parents who were very cooperative and thus developed a link with them and their parents'*. The NQT B claimed that all that could be done was to cope with the misbehaviour and by Term 3 the uncontrollable students were suspended while others conformed to the rules. Being given added responsibilities helped NQT C; *'I became Head of Year (HOY) thus gained more respect from the students. My self-esteem developed and I gained more confidence'*.

Support received

All the NQTs revealed that they were mentored by their HoD and other colleagues at department level. They claimed that teachers are very supportive at department level where team work and a friendly atmosphere are evident. However, all of them indicated that the teachers remain in their department staffroom. *'At school level, it is different because the teachers are busy doing their own things and some will not even say good morning. There are small groups as the departments are scattered in*

different rooms isolated from each other thus the reason why they are like that' (NQT B). Furthermore, *'Not all colleagues at school are willing to help and work for the betterment of the school. I feel that the reason is that the departments are isolated from each other thus there's a lack of communication'* (NQT C). In contrast NQT A indicated that the isolation can be bridged and thus: *'[I] have a very good working relationship with everyone in the department. We discuss, plan how to work with the different classes and even across the whole school'*.

The NQTs agreed that they had been inducted well but NQT B felt disillusioned when procedures told by the management are not being implemented well. *'Management is inconsistent with school procedures for example some students paid fines to get their phones back but there are some who get theirs without paying anything and I find this very unfair'*. NQT C, though agreeing that she had a good induction, revealed that it could have been done differently as seen in the following response; *'Induction should have been just with the NQTs where all information we need to know should have been given to us in a scheduled meeting. Instead, we got most information in the staff meeting and our needs were not catered for'*. All were positive about being mentored effectively.

Professional Development

The NQTs were asked to reflect on the extent to which they had developed professionally over the two years. NQT A claimed that she could understand the topics more in-depth and that she has to do a lot of research in order to be well prepared. On the practical side, she claimed that she could now vary her teaching techniques and teach all abilities. NQT B, too, agreed that she had gained academically, and even completed an academic course successfully, and could plan more effectively but she still: *'needs some strategies on how to push students to perform very well and behaviour wise too'*. NQT C has made progress academically through research and reading extensively about the subject. Professionally, his progress is illustrated through this remark: *'I feel more much more confident. I think that these subject areas should be taught in a practical manner hence, I have small practicals while developing my lessons and this makes the lesson go smoothly and the students react better'*.

Effectiveness of teacher training

As a critique of the training undergone, NQT A indicated that most modules come in handy but the strongest are the: *'Mixed Ability and Special Needs modules'*. The NQT perceived that: *'The language modules'* and *'EDST, especially child development'* were good too. NQT B felt that s/he: *'can apply some but not all the strategies as different students react differently to*

the strategies'. Furthermore, NQT C indicated that s/he has learnt and can vary the teaching strategies such as concept teaching and concept mapping. On the other hand, NQT C indicated that s/he has learnt that many strategies can be applied in one lesson.

In contrast, all claimed that the module based on classroom management needs to be reviewed because: *'it is not practical as this generation is evolving and the students have very difficult social problems and attitudes [thus] the strategies taught are not applicable'* (NQT A) and : *'the modules should be updated to cater for modern behavior, e.g. students are more daring and they use their mobiles though not accepted at school'* (NQT C).

To conclude, NQT A pointed out that people joining teaching should do so for the love of the profession as it: *'is very difficult but if you want to do it then you find ways to get through it'*. NQT C suggested that: *'NQTs should not try to change others but rather to adapt'* while NQT B would like to see some improvement in leadership roles as: *'the management preaches about the policies during induction and they tell you to do this and that but they do not keep up. They need to be consistent [with] decisions taken'*.

Documentary Analysis

Three main documents on school procedures, mentioned by the respondents, have been consulted and analysed.

1. Brilliant Secondary School Development Plan (2006-2008)

This is a 42 page document which depicts the school's vision and mission statements. The document provides the school's vision and mission, the background and the catchments areas the students come from. The statistics of the school population and management teams are also depicted. As seen in previous case studies, the main focus of the management action plan is on teaching and learning. The plan does not contain any material on induction and mentoring.

2. Brilliant Secondary School Manual of Internal Procedures: A framework of Regulation for Teachers

This is a four pages document, which was revised in March 2006. It is similar to the one used in case study 2 held at Centre Primary School (see page 238). This document serves as an induction and mentoring guide to teachers.

3. *Science Department: Departmental Guidelines/Policy for Science*

This guideline contains a brief rationale about Science and the Science teacher. The document provides certain procedures that the Science Teacher should follow:

- a) *Record keeping*; which states the types of records and detailed explanation on how these records should be kept.
- b) *Subject attendance register/ homework*; which indicate the type of exercise book including the kind of format that this record should have.
- c) *Teacher's notebook*; indicates the type of records as the weekly scheme of work and its format and the time it should be handed to the HoD for verification.
- d) *Behaviour Control Copy Book*; which is similar to the attendance register where types of misbehaviour have been listed and coded to level 1 to 5 at increasing severity. It points out the need for teachers to deal with misbehaviour.
- e) *Medium of instruction*; this stresses that Creole terms are useful to use but should not substitute for English as the medium of instruction.
- f) *Term Plan*; the document provides a detailed explanation of what it entails.
- g) *Exam Preparation*; where a detailed rationale with clear explanations of the type of paper to prepare, its duration and the marks

allocated .Furthermore, this section includes the criteria for sitting exams and its disciplinary procedures. Ultimately, a rationale for continuous assessment is evident including the aims and guidelines and

h) *Homework*; this explains the number of items of home work to be given per week. This is followed by guidance on recording procedures and the means of monitoring students not doing their homework.

Overview

The case study evidence shows that the Brilliant Secondary School induction programme is carried out in two phases. Phase one is by the management team, where the new teachers get to meet them and the school procedures are explained to them. The second phase of induction is done at departmental level and the focus is on teaching and learning. NQTs are introduced to their colleagues, the resources, procedures and the curriculum they will utilize. The HoD is the key mentor but could also delegate this task to other experienced teachers in the department. A lot depends on the type of culture that permeates the department, which can provide either a positive or negative socialization for the NQT. Teachers are grouped into different staff rooms and the NQT indicated that departmental segmentation can limit the effectiveness of their socialisation. However, they are

optimistic that the interpersonal skills of the person can overcome this barrier. The NQTs agreed that they had been inducted and mentored effectively at school level. NQT A is inclined to stay, though the working conditions may be demanding. The school has some documented guidelines designed to help the teachers and the NQTs stated that this provided helpful support during the first year of teaching.

The main challenges faced by mentors (HoDs) are to ensure that NQTs plan and teach effectively. Similar, to the two primary case studies, the NQTs teaching ability rates below the school management team's expectations. Hence, one may infer that the school management teams have the same vision in getting all their teachers to feel that they belong, teach effectively and undertake tasks at school level. The school's management team had different perceptions of their training needs. Some claimed that they did not need training on mentoring and induction while others wanted specific training on both induction and mentoring.

The next chapter provides a comparative analysis of the findings, linked to the empirical literature.

CHAPTER NINE: ANALYSIS

Introduction

The research carried out to explore the induction of newly qualified teachers in the Seychelles will be discussed in this chapter, and compared with the empirical literature. Three case studies were undertaken to provide in-depth investigation of the induction process in two primary schools and a secondary school. The aim was to triangulate this case study data with the surveys of NQTs, interviews of school leaders and Ministry of Education officials to provide a rounded picture of induction and mentoring in Seychelles' schools. In the analysis, the Corner School will be referred to as Case 1, the Centre School as Case 2 and the Brilliant School as Case 3.

The data collected from the three case studies have been categorised, using a thematic approach. The themes emerged from the conceptual framework of literature reviewed, the findings from the surveys and interviews with policy makers. A cross-case analysis of the three case studies, findings from the surveys, interviews and evidence from empirical literature, will be combined to provide insight into the following themes:

- a) Definitions of induction and mentoring
- b) Induction process

- c) Role of school leaders
- d) Training for induction and mentoring
- e) Benefits of induction and mentoring
- f) Challenges faced by the leaders
- g) Support for NQTs

Definitions of Induction and Mentoring

Literature consulted revealed that the induction period is part of the continuum of a teacher's career cycle following pre-service training (Totterdell et al; 2004, Feiman-Nemser; 2001). Induction is regarded as a process where newly qualified teachers, and others taking up new responsibilities, go through a learning process which includes how the job is performed, and the culture that prevails, in order to integrate professionally, and socially, in the institution (Coleman; 1997, Lynn; 2002).

Researchers' views about the length of the induction period vary as some claim that it should be the first few years of teaching, thus not giving a specific timeline (Lynn; 2002), while Wong et al (2005:379) specify that it should proceed within the: 'first two to five years of a teacher's career'. The induction process is perceived as a transition from pre-service preparation to practice where NQTs go through a shift in their discernment

of teaching through formal study to the challenges faced in real classroom situations. This transition period enables NQTs to form their professional identity and construct their professional practice (Feiman-Nemser; 2001). This transition is further explained by Bezzina (2006) who indicated that induction can serve as a bridging process between the pre-service phases of teacher education and establishing oneself as a knowledgeable and confident practitioner.

NQTs need to integrate themselves within their organisation. The process of socialisation can be understood through two perspectives; the functionalist, where the NQT fits passively within school norms, or the dialectical, where the person interacts actively in the new environment (Hung Cheng and Chee Pang; 1997). In addition, Crow (2007) stipulated that there are two types of socialisation; professional and organisational. Professional socialisation is seen as a process where the new teachers learn about the school and become part of it through their identification with its vision and mission (Angelle; 2006). Thus, a planned induction period can enable the NQT to explore, discover and understand the type of cultures that exist and find ways to cope without being disillusioned.

Ministry of Education (MoE) officials agreed that induction is a process conducted in two stages; stage one is carried out by the Human Resource

Department of the Ministry and stage two is conducted at school level by the head teachers and their management teams. This distinction implies that the first stage of the induction period is to provide an overview of the divisions within the ministry, the school structures and the terms and conditions of work. Two out of six NQTs interviewed claimed not to remember whether they were inducted into the profession except for being interviewed, and one claimed that she was not inducted at all. Others claim to have attended a two - day workshop facilitated by officials from the Ministry, in line with MoE officials' claims. These diverse replies lead to the inference that this concept of induction is more for familiarisation and administration, and is not memorable.

The surveys carried out were a pilot stage (involving 10 NQTs from the 2005 cohort) and the main one involving 61 NQTs in the 2006 cohort. Both groups of respondents indicated that the head teachers took the lead in the school based induction process in line with the Ministry's intentions. This links to Bush and Middlewood's (2005) argument that school leaders need to show interest in the induction process.

Three headteachers and their management teams were interviewed to establish their perceptions of induction. Key words used in the school

leaders' perception of induction have been unpacked in order to analyse their understanding of the concept.

The head teachers articulated phrases such as; '*fit* into the organisation', 'know *exactly* what to do', '*inform* them about the place or school', '*explaining* roles and responsibilities', '*helping them to start off*', which indicate the administrative procedures of induction, thus informing the NQTs of their roles and responsibilities as fully fledged teachers. Moreover, words or phrases such as helping the teachers to '*integrate* them into school life', 'making them feel welcomed and part of the school'; '*introduction*; introducing the teachers to other teachers and the school' and to 'settle, know exactly what to do and who to contact if in need of help' and 'getting the teacher *ready* for the job of teaching' indicate aspects of socialisation and integration into the school culture, hence getting the NQTs to settle within their organisation. This suggests that the leaders view induction as a means for the new teacher to know about the school and to carry out their functions quickly but not as a structured process. Furthermore, their perception denotes that they view induction as a means of knowing one's job, colleagues and the culture of the place of work (Coleman, 1997). In contrast, the school leaders' definition of induction makes no mention of induction as a professional development process where teachers actually get to learn about the job. This suggests that the induction process in the Seychelles is geared more towards information

provision rather than to a fully developed induction programme. Furthermore, the NQTs in Case 1 and 2 felt that they were not inducted in the job but learnt what to do as they gradually settled into the school, suggesting that the induction process is more of an event than a structured process. The leaders' perception of induction is similar to the 'functionalist' process of socialisation (Hung Cheng and Chee Pang; 1997) where NQTs are expected to fit passively within the school's norms.

The induction of NQTs is under review. The Ministry of Education officials said that they were reflecting upon the current programme and thus envisaged the need for an evaluation to be carried out. The respondents mentioned the need to develop a framework and subsequent policy which will include components of an effective induction programme. Policy makers appear to see the need to keep abreast with the evolution of induction practices in diverse contexts worldwide. The knowledge gained may be beneficial in the formulation of informed policies suitable to the country's education system and context.

Definitions of mentoring have evolved over time as researchers gain more knowledge about how the concept is applied in practice. Mentoring has been viewed as being complicated for it incorporates support and professional development, which then develop into improved levels of

competence (Bush et al; 1996). It is also regarded as an approach or activity which a more experienced person undertakes when working with a less experienced person with the aim of facilitating that person's career and personal development (Roberts; 2000).

Mentoring is seen as an intentional, nurturing, insightful, supportive and protective process (Anderson and Lucasse Shannon, 1995), which indicates the level of commitment the mentor and mentee need to have in taking part in this process. In addition, mentoring is characterised as being an active process where the mentor plays an active role in the training (Maynard and Furlong, 1995). This indicates that mentoring is being viewed as an interaction and a partnership between individuals with diverse levels of experience and expertise who share and gain knowledge from each other (Tillman, 2005; Huber, 2008). Hence, the definitions of mentoring may lead to a consensus that mentoring is a supportive teaching- learning and reflective process which aims at promoting the professional and interpersonal growth of individuals involved.

The school leaders perceive mentoring as targeting specific weaknesses in the teacher's practice and then acting as role models in helping them to teach better (Olebe, 2005). Moreover, these leaders perceive mentoring as a means of supporting the teachers and guiding them by pointing out their

strengths and weaknesses. The leaders have the understanding that mentoring is a supportive, protective process (Anderson and Lucasse Shannon, 1995). They also acknowledge that it is a comprehensive concept, involving many aspects of professional development, which then results in increased competence (Bush et al. 1996).

School leaders' definitions of mentoring indicate that they view mentoring only as a supportive process, but not as an interaction and partnership between individuals with diverse levels of experience and expertise to share and gain knowledge from each other (Tillman, 2005; Huber, 2008). Besides, the headteachers' perceptions do not suggest a reflective aspect, whereby mentors should encourage their mentees to challenge existing practices, thus gaining enhanced competence in their teaching.

The Induction Process

The school-based induction process in the Seychelles has two stages. The first stage is the induction meeting by the management team, to introduce themselves, and to relate the school's procedures, and the management team's expectations, to the new teacher. This is followed by an academic/curriculum induction which takes place in departments (in secondary) and in cycles (in primary).

Findings from the pilot survey revealed that half of the primary respondents, and 60% of the secondary ones, disagreed that they had a meeting with the school leaders. This suggests that most school leaders are not active in the induction process contrary to the policymakers' expectation; 'that a strong leadership input is expected from the head teachers'. The new teachers were not assigned a mentor in their first year of teaching. The main survey revealed similar results, where only 55% of the secondary respondents and 40% of their primary counterparts noted that they had had a meeting with their school leaders. Mentoring is more evident at primary level with 75% of the NQTs claiming to be assigned mentors compared to 40% in secondary.

The survey revealed that there is no formal system of induction in secondary schools but this process seemed to be more structured in primary schools, according to 55% of survey respondents. This suggests that induction is more: 'an incidental activity, largely determined and orchestrated by the principal' (Bush; 2008:65) in secondary schools. The induction process in the school of the Seychelles does not appear to have evolved since 2003, when Barallon examined the effectiveness of initial secondary teacher education and training in the Seychelles. Her investigation revealed that only 30% of newly qualified teachers had been inducted in their schools. Barallon added that the trainees', and the graduates', responses contradicted

those of the senior managers, who stated that all trainees and graduates are inducted when they join the school, either for teaching practice or as a full time teacher. Furthermore, Estico's (2005) research on induction and mentoring in the Seychelles, based on interviews with 6 NQTs, showed that the induction lasted for one week and the NQTs claimed that they were 'not given a proper mentoring programme'. His findings are similar to those of Hoareau (2009), where the NQTs surveyed indicated that the duration of the process was limited and requested that the programme should be well structured and should last for a longer period of time.

Leadership Roles and Function

School leaders have varied roles in the induction and mentoring process. Mentoring is viewed as a nurturing process taken on by an 'expert' teacher or member of a school's management who acts as a role model with the purpose of promoting the professional and personal development of trainee teachers (Anderson and Lucasse Shannon; 1997). This is emphasised by Brooks and Sikes (1997), who found it suitable for a member of the senior management team to assume overall responsibility for initial and continuing professional development in their school because it will ensure coherence and cost effectiveness.

Estico (2005:97) said that: “school leaders in the Seychelles are the immediate deliverers of induction and mentoring in secondary schools”. The headteachers are expected to take the lead in greeting the NQTs, to clarify their roles and to express their expectations to the new teachers. This is confirmed in two of the case studies, where the head teacher is the one who led the induction meeting with members of the management team present (Cases 2/3). In contrast, the head teacher of Case 1 met the teacher alone and then introduced him/her to other members of the management team. This resulted in the NQT claiming that s/he was not inducted when the head teacher was absent. The head teachers seemed to enact the role of welcoming the teachers, leaving the rest to the subject leaders; contrary to Wood’s (2005) Californian research, which revealed that principals have leadership roles, such as culture builder, instructional leader, coordinator/facilitator of mentors, teacher recruiter and novice teacher advocate/retainer. This indicated that head teachers in the Seychelles, practice the distributed leadership style where the tasks of inducting NQTs are the subject leaders’ responsibility.

The school leaders’ role in the induction process is well defined in all the schools investigated. There is a two stage induction process at school level; stage one is the induction meeting by the management to introduce themselves and relate the school’s procedures and the management team’s

expectations to the new teacher. This confirmed Estico's (2005:90) research which revealed that Ministry officials expect induction to be the responsibility of senior management and heads of department. This is followed by an academic/curriculum induction which takes place in departments (in secondary) and in cycles (in primary). The present author's research shows that subject leaders are the key persons in this process, being the ones to enable the NQTs to be socialised, mentored, and hopefully retained in the school. There is a marked absence of the head teachers and Deputy Heads role in this induction stage. This is similar to Estico's (2005:72) findings where the six NQTs interviewed: 'agreed that both the head teacher and the deputy head curriculum were slightly involved in the initial stage of the induction but not in the mentoring stage'. This is contrary to recent research by Angelle (2006), in four middle schools in a southern state in the USA, which identified the principal /head teacher as the main person who should be leading the induction and mentoring process in schools and added that their leadership practice has a role to play in the effective or ineffective socialisation of NQTs. In addition, Angelle's findings revealed that socialization in ineffective schools resulted in NQTs with ineffective practices while those who were socialized into effective schools identified with the school community who had 'high expectations of their students and belief that all students can achieve' (Angelle; 2006:330). Thus, there is a need for the head teachers to review their roles from that of

an administrator to an instructional (Angelle; 2006, Leithwood; 1992) and even a transformational leader (Tillman; 2005, Angelle; 2006).

The Ministry officials interviewed stated that the success or failure of the school-based induction programme depended on the leadership capacity of the head teacher and middle managers in close contact with the NQTs. This research reveals that there is no policy on induction or mentoring in the Seychelles and each school implements this process in their own way, confirming Estico's (2005) and Hoareau's (2009) findings.

The subject leaders also plan for the monitoring and subsequent mentoring of teachers where they act as facilitators, role models, and assessors/evaluators. The issue of mentoring is highlighted in Alcindor's (2004) research which focused on examining factors that are affecting students' performance in mathematics. Her case study revealed that the studies coordinators for the cycles under investigation responded that they provided support to the teachers through assisting with resources, planning assessments, through discussion and providing feedback after carrying out classroom observations. Alcindor's findings denote that a mentorship scheme is being applied in that school though the words 'mentor' or 'mentoring' do not appear to be part of the studies coordinators' vocabulary as they used the word 'support' instead. Her findings show that the

teachers, on the contrary, felt that they are not being supported enough. In addition, Hoareau's (2009) research indicated that the support provided to NQTs related to their instructional and classroom management needs.

The present research, through its case studies, shows that there is a strong involvement of school leaders in their school's induction process, especially in their first encounter with NQTs, but not in the mentoring process. In contrast, the survey findings indicated that this is not the case in most schools. The evidence on their leadership qualities is inconsistent as NQTs' responses from the case studies denote that they found their leaders as effective and supportive, and yet found them to be inconsistent with their procedures related to disciplinary problems. The survey revealed that the subject leaders, though acting as mentors, did not demonstrate their expertise in the classroom, thus the NQTs could not emulate their practice.

Training for Induction and Mentoring

The school leaders have had no formal training on how to induct their staff. The case study participants say that they have received: 'information through meetings' (Case 1 & 2), or by: 'carrying out their own research' (Case 2), in order to be sensitised about the process. More has been done to

train the school leaders on how to mentor their staff. All the respondents mentioned that they: ‘attended locally run workshops’ or took part in relevant parts of school-based professional development sessions. School leaders’ level of knowledge and training impact on the way NQTs are being inducted and mentored. Through a reflection about their professional training needs, only one head teacher (Case 3) indicated that she does not need any training in induction. However, the DHP in Case 3 was interested in being trained in the design, implementation and evaluation of an induction programme in line with all the subject leaders’ requests. The subject leaders indicated their need to gain techniques such as structuring evaluative reports (Early Childhood Coordinator -Case 1), engaging in professional dialogue especially to get the teachers to express their expectations (Maths & Science Coordinator - Case 1), communication skills (HoD TE –Case 3), knowing the different models of induction and sharing sessions with ministry officials involved with the induction programme at ministry level (DHC –Case 3) and even joining sessions with other headteachers as a means of sharing best practices (HT- Case 2). This indicates that school leaders are willing to develop professionally but are inclined to wait for the education authority to initiate training instead of requesting it.

Similar patterns of training needs apply for mentoring, where two of the headteachers (Cases 1 and 3) feel they do not require training. The Case 2 headteacher and the DHP (case 3) would like to gain skills in designing, implementing and evaluating the school mentoring programme while the subject leaders' needs are directed at gaining refresher courses to gain new ideas (Early Childhood Coordinator -Case 1), acquiring approaches to mentor teachers effectively (Maths & Science Coordinator - Case 1) and skills in detecting teachers' needs effectively (Maths & Science Coordinator - Case 1). Two subject leaders (Case 3) were not aware of their training needs in both induction and mentoring but were willing to be trained if provided with the opportunity. The importance of training for mentors is stressed by Killeavy and Scully's (2005) research, where the mentors involved found their experience of mentoring: 'as the most valuable professional development that they had experienced'. In the Seychelles context, training of mentors is a necessity not only for NQTs but also for those still in initial teacher training. Morel (2008) stressed that, if mentors are trained, this will impact favourably on the mentoring of student teachers while on teaching practice and once they have graduated.

Benefits of Induction and Mentoring

Having an effective induction and mentoring programme can reap benefits for both the school leaders and their NQTs.

Leaders

Mentoring can be an opportune process to enable headteachers to express their expectations of teachers to ensure that their students achieve good results (Tillman, 2005). It can also provide educators in the schools with opportunities to develop professionally by reflecting critically, and changing their own practice, while mentoring their mentees (Brooks and Sikes, 1997). Moreover, mentors can provide the emotional and professional support that often influences teachers' decisions to remain in the profession (Mullinix, 2002). Thus, mentoring is an important element in the preparation and on going professional development of teachers and school leaders (Bush and Middlewood, 2005).

The benefits of teacher induction in the Seychelles seemed to be one sided; primarily accruing to school leaders. The leaders say that the process of induction provides them with the opportunity to express their expectations to the new teachers. Furthermore, the school leaders admitted to developing themselves professionally, through reading and researching on the concept of induction, in order to induct their teachers effectively (Case 2).

Mentoring does bring some benefits for the school leaders. They seemed to have gained adequate knowledge about mentoring gained in workshops,

meetings or through professional development. Thus, mentoring is regarded as being part of their professional development process (Elliot and Calderhead, 1995; Coleman, 1997; Bush and Middlewood, 2005).

NQTs

Feiman-Nemser (2001) argues that NQTs benefiting from a successful teacher preparation will have a realistic vision of what constitutes good teaching and an emerging repertoire of approaches to curriculum, instruction, and assessment consistent with that vision. She further explained that good induction support can prevent NQTs from: ‘abandoning these approaches in favour of what they may perceive as safer, less complex activities’ (Feiman-Nemser (2001:1029). Furthermore, other benefits from a successful induction programme may enable the NQT to be socialised within the school’s organisational and professional cultures (Kardos et al. 2001; Moore Johnson et al. 2002; Angelle. 2006; Crow, 2007; Youngs, 2007). Such benefits accrue to mentoring at both organisational and professional levels. Professionally, mentoring can be used to help new teachers obtain the ability to think critically about their practice as well as their professional and personal aptitude in the school community (Tillman, 2005).

Most NQTs seemed not to have been inducted successfully, for only the NQTs in Case 3 claimed to having been inducted, where they got to know the school procedures. This was done in a meeting with the school management which enabled them to know what was expected of them. Thus, they have been inducted in the schools instead of the profession (Hoareau; 2009). This resulted in these teachers doing their jobs and being integrated into the school culture as quickly as possible; a functionalist type of socialisation (Hung Cheng and Chee Pang; 1997). Furthermore, these NQTs were inducted at departmental level, where they were attached to a more experienced teacher.

In contrast, NQTs in Case Schools 1 and 2 claimed to have been welcomed only and had to use their interpersonal skills to seek help, thus having to sink or swim (Ingersoll and Kralik; 2004) during their first year. Thus, the investigation carried out portrays benefits gained from induction only in Case 3. The NQTs' specific needs do not seem to feature in the induction meeting where none of the school leaders have mentioned giving the NQTs time to talk about their professional competence or limitations, or even their expectations as a new teacher.

One NQT (Case1) voiced her concern, indicating that the school leaders should place greater attention on the NQTs' needs when they begin their

career; for example in providing an induction programme that starts before the term begins, integrating them in the school by aiding them to meet and get to know their colleagues across the school, and by providing full support during the first two weeks. NQT B (Case 2) mentioned that NQTs should be inducted and mentored on how to plan their lessons and use strategies learnt effectively, for there are experienced teachers who are not willing, or are reluctant, to share their knowledge. This indicates that ‘veteran-oriented professional cultures’ (Moore Johnson et al; 2002) prevail in that school.

Only one school (Case 2) made it a point to document its mentoring process through the management meetings thus pointing to a lack of documentation of their practices (Jean Louis; 2008). Moreover, the NQTs at this school benefitted from developing collegial practices (Chi-Ken and Shengyao; 2007) from experienced colleagues willing to share their ideas with them and the school leaders acted as role models thus revisiting their own classroom practices (Olebe, 2005) and in developing professional dialogue through the conferences they held with these teachers. As with induction, only two out of five NQTs (1 in Case 1 and one in Case 3) made any reference to being mentored by either their subject leader or an experienced colleague, while others had to seek help when they faced problems.

Challenges Faced by the Leaders

The school leaders taking part in this investigation revealed that inducting NQTs is not an easy task. They face various challenges such as ensuring that the NQTs' teaching and subject competence are of a high level, providing regular and adequate support through classroom observation, socialisation within the school culture and coping with NQTs' new educational knowledge and skills.

Teaching and subject competence

The main challenges faced by the school leaders are to get the NQTs to achieve teaching and subject competence. A new teacher must have adequate knowledge and skills in order to 'adjust to the context in which they teach' (Good, Mc Caslin, Tsang, Zhang, Wiley, Bozack and Hester, 2006:412). Furthermore, they should develop professional dialogue and be able to socialise within the organisational culture.

The primary and secondary school leaders in the author's research claimed that the NQTs tend to teach in a traditional way, while the schools are advocating differentiated instruction as the best approach to cater for all the students' needs. The school leaders find it challenging to get these new teachers to adopt new practices. Hence, new teachers bring beliefs and images of their personal lives and teaching through their pre-service training

and that could have adverse effects on what and how they learn (Achinstein et al; 2004, Feiman-Nemser; 2001). Thus:

these taken-for-granted beliefs may mislead prospective teachers into thinking that they know more about teaching than they actually do and make it harder for them to form new ideas and habits of thought and action(Feiman- Nemser ,2001:1016).

The leaders also claimed that the NQTs lack subject competence; hence could not develop their lessons fully and have problems in managing their classes (Chi-Ken and Shengyao; 2007).

Providing regular and adequate support

The school layout can impact negatively on the provision of regular and adequate support. Case school 1's head teacher claimed that the size of the school compound, and the location of classes, present a big challenge when it comes to visiting NQTs within their first few days at school and thus she could not discern whether or not they are coping well.

The NQTs socialisation within the school culture can contrast with the expectations of the school leaders.

Case school 2's head teacher found that getting NQTs to share ideas and initiate activities, instead of relying on their experienced colleagues, is one of the challenges she faces. This indicates that a dialectical process of socialisation is expected in that school (Hung Cheng and Chee Pang; 1997).

The need for NQTs facing difficulties to open up and seek help from any colleague at school is challenging for the Option C Coordinator in (Case 2).

The Head teacher in Case 1 pointed out that ensuring that the NQTs perform to the same standard as they did, while attached to the same school during their teaching practice previously, is a challenge for her. The school leaders in Case 3 find it difficult to get their NQTs to socialise within their school culture by fitting in and understanding the school's achievements and policies. At primary level, the school leaders wish to instil the practice of professional dialogue while, in secondary, the leaders want NQTs to follow the school norms, thus indicating a veteran-oriented culture (Moore Johnson et al., 2002, Kardos et al., 2001). These leaders seemed to be advocating the functionalist perspective of socialisation, where the person fits into the school passively (Hung Cheng and Chee Pang, 1997). This type of socialisation may limit the secondary NQTs from bringing forward new ideas and thus developing their professional practice.

NQTs' new educational knowledge and skills can be a source of incentive for the school leaders to engage in life-long learning.

The Early Childhood Coordinators from Case schools 1 and 2 admitted that their NQTs are very innovative, especially with the use of new technology in their teaching (Chi-Ken and Shengyao; 2007). This is in line with Tickle's (2000) argument that new teachers can possess intellectual capability, which can help to transform education significantly. Thus, these leaders felt challenged to develop themselves professionally, so that they

could be on a par with their new teachers. Finally, some leaders in Case 3 find it taxing to eradicate any prejudices the NQTs may hold against the school while this is not an issue in Cases 1 and 2.

Support for NQTs

The literature on induction and mentoring indicated that there is a renewed interest in educational authorities to ensure that Newly Qualified Teachers are supported during their first year of teaching in the UK and the USA, formally or informally (Totterdell et al. 2004; Wong et al. 2005, Britton et al. 2006; Tickle, 2000; and Coleman 1997). The quality of support structures in place is considered as a key determinant in their retention in the job.

The head teacher is seen as the key person to provide support to NQTs (Angelle, 2006; Tillman, 2005). In the Seychelles, NQTs are treated like any other member of staff and are given a full teaching load (Hoareau, 2009), as is the case for new teachers in Malta (Bezzina, 2006), allocated home classes, have to join committees /clubs and even take up leadership positions, for example Head of Year, as in the case of NQT C in Case 3. NQTs in all three schools felt the need for support when involved in such activities. According to the school leaders, their schools have structures to enable NQTs to be supported. These are:

- Close monitoring and mentoring by subject leaders in their cycles, where they have to act as role models in helping the teachers in their role as class teachers. Keep records, such as keeping their class register and mark book, and lesson preparation. (Case 2)
- informal meetings with school leaders to get NQTs to voice how they are getting on (Case 3)
- help from experienced colleagues (all cases)
- orientation meetings, staff meetings and morning talks (all cases)
- whole school PD sessions, cycle or department meetings and team planning (all cases)
- consulting school documents such as the Manual of School Procedures which serve as guidelines (all cases)

The NQTs are socialized (Kardos et al. 2002) into the school's culture within their department or at cycle level. Their colleagues provided them with support mainly through sharing of resources, planning of lessons and providing constructive criticisms. However, the main survey results indicated that their support usually did not extend to observing the NQTs in class as 50% in secondary and 60% in primary reported that they had not been observed by their colleagues. Subject leaders at secondary level are

more readily sought out for consultation when NQTs face difficulties with the delivery of their lesson, compared to most primary NQTs. This suggests that the subject leaders in primary schools are not in the forefront of the mentoring process. The majority of both groups of respondents, would seek assistance from older or younger teachers within their department or cycle but not all would seek advice from teachers in other departments or cycles due to department/cycle segmentation.

NQTs at primary level (75%) seemed to be well supported in teaching students of all abilities and in planning and preparation compared to their secondary counterparts (45%). The primary NQTs are better supported in how to manage extra curricular activities and material/resource building than their secondary counterparts. Though given a full teaching load whilst in their first year, data indicated that monitoring of teaching is poor in both primary and secondary, meaning that NQTs are deprived of the opportunity of direct feedback in order to develop into effective teachers. This, suggests that NQTs may run the risk of being socialised into ineffective school cultures and practices (Angelle; 2006).

Difficulties Faced by the NQTs

The first year of teaching provides many challenges for NQTs. Though having been through a teacher preparation programme, NQTs are prone to experience problems when confronted with the realities of teaching and school life. The most common problems confronted by NQTs relates to classroom management (McCormack and Thomas, 2003; Tillman, 2005; Angelle, 2006); time management, problems with discipline (Jones, 2002; McCormack and Thomas, 2003; Bezzina, 2005; Tillman, 2005), ineffective instructional skills (Tillman, 2005), carrying out responsibilities with involved parents (Jones, 2002; McCormack and Thomas, 2003), and feelings of isolation (Tillman, 2005). New teachers need the support from their school leaders and colleagues to overcome the challenges they face, thus improving the prospect of retaining them in the profession.

The school leaders in the author's research claimed to have structures to provide support to NQTs, but only the NQTs from Case 3 claimed to have had been inducted at school level. The others claimed that they were not inducted at all (Case 1), or welcomed by the school management but not really inducted effectively (Case 2), and thus had difficulties in adapting to the school environment.

The location or distribution of classes and department rooms present some difficulties for NQTs to mix with all school staff and thus they tend to know and intermingle only with their colleagues within their department or cycles. However, they did mix with other teachers during whole school PD sessions, or when attending general meetings.

All the respondents claimed to have had difficulties with:

- a) the planning of their lessons especially in choosing the best teaching strategies (Tillman, 2005) as they have learnt so many in teacher training (all cases). This tally with the leaders' view that NQTs lack instructional competence;
- b) record keeping, especially the mark book (all cases);
- c) Classroom management (McCormack and Thomas, 2003; Tillman, 2005; Angelle, 2006) especially where they were given classes comprising students with learning difficulties and bad behaviour (Case 2 and 3);
- d) Feelings of isolation (Tillman, 2005) especially when facing difficulties as the NQT in Case 1 remarked; *'I sought help from only one PI teacher and was reluctant to approach others for they would think I am a bad teacher'*;
- e) Coping with the workload (Angelle, 2006), as one NQT (Case 2) claimed to feeling tired, with a teaching load of 30 periods out 40

and covering for absent teachers in her non-teaching time (McCormack and Thomas, 2003) thus not having enough time to mark the exercise books ;

- f) Inconsistencies in the implementation of disciplinary measures by management (Case 3) thus the NQT feels isolated when she could not cope on her own (McCormack and Thomas, 2003).

Effectiveness of Teacher Training

New teachers bring their knowledge, skills, perceptions and beliefs about teaching to their new school. Researchers have argued that teaching is a complex task and learning to teach can be confusing for some new teachers (Maynard and Furlong, 1995).

Both groups (80% of the secondary and 100% of the primary NQTs) felt that their training had equipped them with the skills needed to cope effectively in their teaching. The majority of them perceived the need for continued professional development. The case studies have shown that the primary NQTs assessed the effectiveness of their training on their ability to retain and apply the content learnt in teacher training in their own classes. Their secondary counterparts made an assessment based on their ability to apply the strategies learnt in their practice. The NQTs' claims are in direct contradiction with their school leaders' assessment of their instructional competence. Thus, the challenges faced by the NQTs when they begin their

career led to the consideration of the quality of training these NQTs have had. Had the training they have undergone been really effective? Or are the NQTs' perceptions and beliefs (Feiman-Nemser; 2001) about teaching hampering their teaching competence?

The investigation has revealed that the induction process is an 'incidental activity' (Bush, 2008:65) and the NQTs are not being well mentored thus it could be that, though they have been taught effectively, their alleged: 'beliefs may mislead [them] into thinking that they actually know more about teaching than they actually do and make it harder for them to form new ideas and habits of thought and action' (Feiman- Nemser, 2001:1016). Furthermore, the lack of opportunity NQTs had to be engaged in reflecting on theirs and others practice may lead these teachers to adopt the easy way out by abandoning the approaches learnt in teacher training rather than enquiring about their practices (Feiman-Nemser ;2001).

Overview

The induction process in the Seychelles is still at an early stage (Hoareau, 2009), is incidental, usually lasting about one week (Bush, 2008). The Head teachers are at the forefront of the welcoming committee only, contrary to the Ministry officials' expectations that they will play a leading role. Socialisation and mentoring of NQTs are done by subject leaders and

experienced teachers, thus indicating the distributed style of leadership. The main challenges faced by the NQTs are developing sound instructional practice, classroom management skills, day to day school routine, such as record keeping, and feelings of exhaustion and isolation when faced with inconsistencies in their school leaders' decisions. This may be due to a lack of training on how to induct new teachers and the lack of a policy on induction and mentoring to guide them. The leaders seemed to have a better notion of mentoring than of induction due to attending workshops or meetings on this process. Their view of mentoring is geared towards the competency model (Maynard and Furlong; 1995), where the leaders see themselves as role models or experts training the teachers to achieve the necessary competence. Some aspects of the reflective model (Maynard and Furlong, 1995; Brooks and Sikes, 1997) seemed to be used, especially when school leaders claim to use conferencing with the teachers after having observed them. This aspect of mentoring needs further development in the schools of the Seychelles.

The leaders claim that support systems exist at school through induction meetings, mentoring, cycle/department meetings, and team planning. Yet, NQTs still faced difficulties, as mentioned previously, not knowing all their colleagues in the school, and feeling isolated when facing difficulties for fear other teachers will think that they are incompetent. This suggests that

weaknesses prevail in the structures established for supporting NQTs and their administration. The effectiveness of the teacher training undergone by NQTs is difficult to discern, thus leaving room for further research.

CHAPTER TEN: CONCLUSION

Introduction

This chapter provides an overview of the main findings. The research questions which guided the data collection processes are answered and the significance of the study is highlighted empirically and theoretically. A model of leadership development in SIDS, adapted from the literature, and grounded in the data, is explored. Recommendations on how to improve the induction and mentoring programmes in the Seychelles schools will be highlighted, followed by an overview of the whole research.

Overview of the main findings

Induction in the Seychelles is a multi-level process. New teachers are inducted professionally through a two-day workshop prior to being deployed to their schools. This programme is led by the Human Resource Division of the Ministry of Education. NQTs are briefed about the various divisions that exist, and their functions. The new teachers are told what is expected of them as employees of the Ministry of Education and assured that they will be inducted into school life once they are appointed to specific schools.

Ministry officials expect school leaders to be at the forefront of the induction programme. Once deployed in their respective schools, the NQTs go through a second phase of induction. This is a two- stage process where they meet their head teachers and members of the school management team. The meeting is conducted by the head teacher who introduces the team, and explains the school procedures and their expectations to the NQTs. This is followed by another stage of induction carried out in the departments (secondary) and cycles (primary). There the NQTs meet their colleagues, learn which classes they will be teaching and have a tour of the school. According to the head teachers of the three case schools, the NQTs should then be assigned to a mentor but this happened in one case school only.

The induction process in the Seychelles is incidental, and only lasts for about one week. There is no central policy to guide the head teachers on how to conduct and manage their induction programmes. These head teachers have not been trained in this process and thus induct their teachers the way they think is best. The present research shows that there is some involvement of school leaders in the initial phase of the school's induction process, especially in their first encounter with NQTs, but not in the ongoing induction and mentoring process.

Two of the three case study head teachers have received some mentor training. Similarly to induction, the mentoring process has not operated as expected, as the findings of the present research indicate that all the new teachers tend to seek help from their colleagues within their department or cycles, rather than working with their appointed mentor. The NQTs claim that, although the experienced teachers are supportive, they did not have the chance to observe them and to be engaged in professional dialogue about what constitutes good practice. The survey also revealed that the subject leaders, though acting as mentors, did not demonstrate their expertise in the classroom, thus the NQTs could not emulate their practice.

The school leaders referred to the benefits from their mentoring training. However, the NQTs claimed not to have benefitted from either their induction or mentoring programmes and they expressed their wish for their leaders to be more involved in both processes.

Induction and mentoring are viewed as challenging for both the school leaders and the new teachers. The leaders felt challenged by the new teachers' lack of aptitude in their instructional practices and a tendency to resort to using traditional methods of teaching. The NQTs claimed to face difficulties in developing sound instructional practice, classroom management skills, and day to day school routines, such as record keeping.

Absenteeism among teachers is one of the main challenges of the Seychelles educational system (Morel, 2008, Hoareau, 2009). The NQTs claimed to be feeling exhausted after having to cover for these absent teachers and thus had difficulties in completing their marking. Furthermore, they claimed to feeling isolated when faced with inconsistencies in their school leaders' decisions, especially when these decisions relate to disciplinary measures.

Support structures exist at school level and their effectiveness can only be discerned through additional research. The school leaders who participated in this research claimed that NQTs are closely monitored and mentored by their subject leaders, but the findings from the NQTs contradict this view. The leaders say that NQTs are supported through informal meetings with them, consulting their colleagues, and through their participation in all the formal meetings held at school level. In contrast, NQTs indicated that their leaders should be more visible and supportive because, during the induction period, they received more support from the experienced teachers within their cycle or department than from their leaders.

The effectiveness of the initial teacher training undergone by the trainees proved to be difficult to discern and this leaves scope for further research.

The research shows mixed views about the induction process for NQTs in the Seychelles, at both professional and organisational levels. This arises partly because practice is inconsistent across schools. The process needs to be evaluated regularly and, for it to be successful, policy makers need to demonstrate their commitment to it by devising and implementing a central policy.

Answering the research questions

The research was guided by seven research questions. This section shows how the findings address these questions.

- *How are NQTs inducted into the teaching profession?*

The Seychelles education system has no formal structure for the induction of NQTs. There is no central policy to guide the induction processes at central and school levels. In practice, the induction process is multi-levelled. Professional induction is carried out over two days, involving officials of the Ministry of Education. NQTs attend a familiarisation workshop; where personnel from the Human Resource Department, and other divisions, act as facilitators. The NQTs are briefed about the divisions that exist, their links to the schools, the labour laws and what is expected of them as employees of the Ministry of Education. This is followed by a two stage school-based induction programme.

- *How is the induction process managed at school level?*

The research has shown that there is a process of induction for NQTs at school level. Stage one comprises a meeting with the head teacher and members of the school management team. The NQTs are introduced to the school procedures both orally and through consulting a booklet, entitled the School Manual of Procedures. This is followed by the second stage, where NQTs meet their subject leaders and colleagues within their departments/cycles. The subject leaders acting as mentors encourage NQTs to seek help from experienced colleagues. They indicate the curriculum these new teachers will teach, and take them on a tour of the school. The research has revealed that school leaders mentor NQTs only after having assessed them and found problems with their teaching.

Head teachers', and their deputies', roles in the induction programme are minimal. The subject leaders are expected to ensure that the NQTs integrate quickly into their department/cycle and fulfil their job satisfactorily.

- *How does the induction process impact on the NQTs' socialisation process?*

The schools in the Seychelles induct their teachers through a meeting with the school management. The induction procedure is not documented in the form of a policy. Once inducted, the NQTs often integrate well socially within their department but they sometimes feel isolated when they encounter difficulties. A lot depends on the NQTs' interpersonal skills in order to seek help. As a small island community, the experienced teachers are seen as friendly and supportive but not all are willing to collaborate and share their resources. Thus, one NQT pointed out that s/he sought help from one teacher only, because she feared that others would judge him/her as a bad teacher. Moreover, the research has discovered that there is department/cycle segmentation in many schools, which discourages NQTs from consulting teachers in other departments/cycles. A 'sink or swim situation' exists in many Seychelles schools, as a culture of professional dialogue and exchanges often does not prevail.

- *What models of mentoring exist in the Seychelles?*

Mentoring can be done either formally or informally. The researcher could not pinpoint any distinct model of mentoring. Through the leaders' responses, one could deduce that they seemed to practice the 'coach' model, where they coach new teachers on the best approach, though they

themselves did not make the claim. Also, some aspects of reflection were undertaken through conferencing with the teachers after classroom observation. However, some NQTs claimed not to have been mentored, so they sought help from their colleagues. Additionally, both the survey and case studies revealed that the subject leaders did not monitor teaching and learning regularly, thus NQTs were not given feedback on their practice. Thus, the NQTs' claims are contrary to those of their leaders. Besides, the NQTs claimed not to have observed their leaders' and colleagues' teaching, thus could not emulate any best practices. The research reveals that only informal mentoring exists in both primary and secondary schools, as the NQTs claim that they sought advice from their colleagues and subject leaders only when facing difficulties. Thus, the researcher can indicate that a 'laissez-faire' model of induction exists in the schools.

- *How is the mentoring process for NQTs managed in the Seychelles?*

All the NQTs experienced problems when entering the profession and thus felt the need to be mentored. The respondents mentioned that mentoring can be either formal through classroom observation, and completing a checklist and conferencing, or informally, through interaction with experienced teachers in the staffroom. The school leaders claimed that only those NQTs who were seen to have problems were earmarked for

mentoring. The survey results revealed that NQTs were mentored by their subject leaders and their colleagues on an informal basis. Only one case school had this process documented in their minutes of management meetings. According to the documentary analysis, this process begins with the detection of a weakness and that the teacher is mentored until the problem is resolved. This could take a few weeks. The case studies did not reveal any scheduled time allocated for this process. The school leaders regarded themselves as mentors and, thus, tend not to select experienced teachers to mentor NQTs formally. Though the school leaders were provided with basic training, this did not cascade into their respective schools. Thus, the author can construe that there is scope to establish a well organised mentoring programme in the Seychelles schools.

- *What are the mentors' perceptions of the mentoring process in their schools?*

Being a mentor can be seen as rewarding, or as a burden. According to the case studies, mentoring is perceived to have a variety of dimensions; close monitoring of the teacher, identification of strengths or weaknesses, and activities aiming at improving classroom practice, but the findings suggest that these are done in a friendly manner.

All the school leaders claimed to have attended workshops and professional development sessions on mentoring. Since they are on the management team, these leaders play a dual role as mentors and assessors. The main constraints stopping them from performing their role as mentors are time and lack of specialised mentoring skills. The school leaders highlighted that they need training in the design of a policy for both induction and mentoring; designing, implementing and evaluating an induction and mentoring programme. Furthermore, they require specific skills such as how to detect teachers' needs, how to mentor teachers effectively, and how to write summative reports of the teachers' progress. The leaders seemed to view their dual role as acceptable and did not indicate any problems in enacting both roles, apart from those mentioned previously. The lack of specialised training seemed to be the main problem in developing an effective mentoring process, as these school leaders are not evaluating the process in their schools, thus cannot judge its impact on the NQTs and their school's results. Thus, one may surmise that there is an urgent need to review the mentoring process in Seychelles schools.

- *What are the NQTs' perceptions of their induction and mentoring?*

The NQTs' perception of their integration into the teaching profession is crucial to their level of motivation, their socialisation within schools and,

consequently, their retention in the teaching profession. Evidence gathered provided an insight into the NQTs' perception of their induction process. The main finding is that induction is minimal, as only the NQTs in one case school agreed that they had been inducted. Both the survey and the case study results depict that there is no formal induction programme in the schools, except the meeting with the school management team where the school procedures are made known to them. The head teachers', and their deputies', involvement in the induction and mentoring process are minimal. The case studies revealed that there is no special professional development sessions held for NQTs, but they attend the ones held for all members of staff. The research could not ascertain the impact of induction and mentoring in schools as both processes are virtually non-existent. Though the induction process is not formalised, all the NQTs reported that they had felt satisfied with the level of respect and support provided by more experienced members of staff within their departments and cycles. They managed to develop a rapport with the students at the school, especially those in difficult classes. They also agreed that there have been opportunities for professional growth and the availability of resources had provided them with reasonable levels of satisfaction in their first year of teaching.

The NQTs agreed that they managed to integrate quickly into school life but felt dissatisfied with the problems associated with classroom management, especially in secondary schools. Inconsistency in the school management's procedures in dealing with disciplinary problems is one of the major areas of dissatisfaction experienced by the NQTs, both at primary and secondary levels. Finally, NQTs felt dissatisfied when they discovered that some experienced teachers lacked motivation, especially at secondary levels. Thus, though inadequate level of support was given to the NQTs by the school leaders and their colleagues, the NQTs indicated that they have developed professionally, especially in their teaching.

Significance of the study

Empirical significance

Some Seychellois researchers have studied aspects of induction in the Seychelles. Leste (1998) studied a group of teachers who had just completed the B.Ed degree. Barallon (2003) examined the effectiveness of initial secondary teacher education and training, and hence enquired if these teachers were inducted. Estico (2005) studied the induction of secondary teachers only. Similarly, Hoareau (2009) investigated the effectiveness of induction and mentoring of NQTs in primary schools only. However, these were all small-scale studies and the present author's research is the first

major project on induction and mentoring in both primary and secondary schools in the country. This research has targeted a cohort of new teachers in both primary and secondary. It explored the issue of induction and mentoring holistically by using mixed methods of research. The NQTs' perceptions of their induction and subsequent mentoring were gathered in a survey through a questionnaire. Furthermore, top key officials and the policy makers in the Ministry of Education were interviewed to establish their intentions and expectations of new teacher induction. Finally, three case studies (in two primary and in one secondary schools) were carried out, enabling the researcher to explore the induction and mentoring practices in these schools in depth. Moreover, the extent to which school leaders are involved in inducting their teachers was revealed, thus providing an insight into these leaders' capacity to design and implement both induction and mentoring programmes.

This research has highlighted the constraints of Seychelles being a small island state with a centralised education system. The findings denote that the expectations of Ministry officials are not being understood or applied by the school leaders. School leaders are expected to be at the forefront of induction and mentoring processes in their schools. This reveals that the Ministry officials are expecting that a school-based model of induction (Moskovitz and Stephens; 1997) should be implemented in the Seychelles.

In contrast, the findings suggest that the leaders are waiting for the central education authority to initiate new policies, thus indicating a member model of induction (Moskovitz and Stephens; 1997), instead of being proactive by generating new ideas, including those acquired from the Master's in Educational Leadership, a qualification, which most of them have. These head teachers should be in a position to request specialised training to enhance their capabilities to design, implement and evaluate their induction and mentoring programmes. There is also very limited research and literature on induction and mentoring carried out locally to develop school leaders' capabilities to sustain their school induction and mentoring programmes. Hence, the school leaders in the Seychelles need to be trained in policy development and implementation. Additionally, the research revealed that there is a need to train leaders, and ensure their involvement in the creation of a central policy on induction in Seychelles. Finally, the research findings indicate the need to build up the schools' capacity for effective mentoring.

The research also indicates that school leaders should develop a culture of documenting their actions (Jean-Louis, 2008), hence making informed judgements. It has also shown that a proper system of induction can make a difference to school practice, hence promoting quality teaching and learning and developing a culture of collaborative teaching, (Benstrong, 2006)

learning, and professional dialogue in the schools. Thus, this research will enable the different stakeholders to take stock of their strengths and weaknesses and revise their actions to the benefit of the new teachers and the education system as a whole.

Literature on induction in Small Island Developing States (SIDS) generally is very limited, so this study will be a significant addition. Furthermore, these states are vulnerable in the sense that they may lack trained human resources and thus need to invest in education and training (Armstrong and Read, 2003; Hickling-Hudson, 2004).

The research on induction of newly qualified teachers can be beneficial to other small island developing states. Countries which do not have a policy on induction of teachers may view this research as a catalyst for them to research the induction procedures in their schools or to review their existing induction processes. Their findings could also be compared with those of the Seychelles.

The literature (e.g. Armstrong and Read, 2003; Hickling-Hudson, 2004) revealed that SIDS need to invest in education. School leaders' professional development needs to be continuous. Thus, these countries could learn from Seychelles that, even though investment in school leaders' capacity building

may be undertaken, this might not necessarily impact in the ways anticipated by education authorities (Hoareau, 2009). Thus, the idea of lifelong learning should prevail, where leaders can make and use opportunities to share practices and be engaged in research and publication of findings.

Furthermore, good induction practices may prevail in some SIDS, but there is a need for research to be undertaken and disseminated, thus contributing to knowledge on that subject.

Theoretical significance

The literature revealed that induction is significant for the beginning teacher's career and for their retention in the profession (McCormack and Thomas, 2003; Wong et al., 2005; Draper et al., 2004; Jones, 2002; Angelle, 2006). The literature also indicated that the induction process should be extended, perhaps for a year or more. Induction programme models studied across the world, especially those in the US, Asia, Europe and Australia (McCormack and Thomas, 2003; Wong et al., 2005; Draper et al., 2004, Jones, 2002; Britton et al., 2006), showed that school leaders' involvement is crucial to the effectiveness of these induction programmes. A model of induction needs to take into account the school's unique culture. The model should not be 'one-size-fits-all' but needs to be contextualised to fit the

school's characteristics and needs (Coleman, 1997). Furthermore, the NQTs may have individual needs upon entering the teaching profession and this should be taken into account when producing personalised induction programmes (Lynn, 2002).

Seychelles is a small island developing state with a centralised education system, so importing an induction model from another country, without adapting it to suit this unique culture, is not likely to be beneficial though, in this era of globalization, it is necessary to be aware of what is happening internationally before adapting the model to the local context (Crossley and Holmes, 2001). The literature overwhelmingly provides induction models based on the decentralised education systems of developed countries, which have the capital and the workforce needed to invest in such programmes. There seems to be adequate funding resources and manpower to run these programmes effectively in these countries.

The Seychelles can benefit from developing a contextualised induction model. However, funding such a model might be challenging and the manpower needs are likely to be greater than the available supply of trained personnel. The Seychelles, having a relatively high GDP for a developing country, is not eligible to access concessional aid from donors and international agencies (Pillay and Murugiah, 1991), but does not have

sufficient capital and human resources to implement expensive imported models. The Seychelles has unique needs, culture, tradition and context (Moskovitz and Stephens, 1997). The findings indicate the need for a unique and purposeful induction model, contextualised to meet the country's educational needs. Moreover, a partly decentralised school-based induction model, where the head teacher and other school personnel take an active part in its design and implementation, will be the best solution for providing new teachers with the support and professional development skills needed to operate effectively.

The research findings revealed that there is a need for a combined member and school level model of induction (Moskovitz and Stephens, 1997) in Seychelles and other SIDS wishing to embark on developing a model of their own. The state authorities need to understand the need for new teachers to be supported during their initial year of teaching. Moreover, the need should be in line with the country's long term plans for education. The school leaders should be empowered and be pro-active in the design of a customised school-based induction programme, including professional development opportunities for their teachers, which will contribute to achieving the country's strategic goals for education.

The literature on induction and mentoring (e.g. Angelle, 2006 and Tillman, 2005) shows that both processes should be structured and that school leaders, especially the head teachers, should play active roles. This research has demonstrated that the induction and mentoring processes are not effective in the Seychelles, partly because of the absence of clear policy guidelines.

The mentors have to be experts in their field (Brooks and Sikes, 1997) and thus act as role models. They should also encourage their mentees to reflect on their practice (Feiman-Nemser, 2001), so that they can continue to develop. For example, this research has shown that NQTs have difficulties in applying new teaching approaches and thus resort to traditional methods.

Furthermore, capacity building is crucial where mentors have to be trained and be allowed ample time to mentor their teachers (Killeavy and Scully, 2005). The research indicated that school leaders in Seychelles claim that they cannot mentor the NQTs effectively due to time constraints and lack of effective training (Estico, 2005; Jean-Louis, 2008; Hoareau, 2009). Moreover, this research has revealed that NQTs in the Seychelles face similar problems to those in other countries (McCormack and Thomas , 2003), Jones (2002); Tillman , 2005; and Bezzina ,2005). Thus, an induction programme model is needed in the Seychelles.

Theoretically, an induction model for the Seychelles should involve a combination of the member model and school-level model of induction (Moskovitz and Stephens, 1997). The member model is necessary as the Ministry of Education, Employment and Human Resource Development should take the lead in the design, funding, implementation and monitoring of a National Policy for Teacher Induction, to ensure national consistency. This model should contain the following characteristics found in successful induction models in countries such as Japan and New Zealand (Moskovitz and Stephens; 1997) where there is:

- a culture of shared responsibility and support in which experienced teachers help new ones to develop their skills and thus make a smooth transition into the profession.
- interaction between new and experienced teachers, which creates a culture in which these teachers observe each other and are engaged in professional dialogue. Elements of this interaction exist already in the Seychelles, where teachers are involved in team planning at primary level, but this could be applied at secondary level too.
- a continuum for professional development where both new and experienced teachers are provided with opportunities for meaningful professional development. Thus, new teachers

should not be expected to perform at the same level as their experienced counterparts but instead supported so that they can develop their teaching skills.

- formative assessment in which new teachers are not made to feel uncomfortable about being observed and not made to feel inadequate when they ask for help.

The characteristics proposed above are in line with the data derived from the research, which indicates that new teachers are expected to perform at the same level as their veteran colleagues. The research has shown that these new teachers do not have the chance to observe any classes. There is a lack of professional dialogue in the Seychelles schools where teaching is considered as an isolated process. Thus, a culture of shared responsibility, leading to more interaction between new and experienced teachers, needs to develop. This will enable the new teachers to socialise and acculturate in their schools better. Furthermore, experienced teachers may be able to develop their own teaching strategies, for example through the use of technology, where new teachers often have specialist skills.

The induction model for the Seychelles should also reflect the education reforms, which are aiming for schools to become more autonomous. The school-level model of induction is practiced in decentralised education

systems such as New Zealand (Moskovitz and Stephens, 1997). The school-level model of induction provides schools with the autonomy to develop their induction programme suited to their new teachers' needs. This model of induction will enable head teachers and their middle managers to take a closer look at their teachers' needs, formulate their expectations of quality teaching, and then design induction programmes suited to these needs, hence reflecting their school's culture and distinctive qualities.

An induction programme for the Seychelles

The Seychelles education authorities have embarked on a capacity building programme for their school leaders, geared towards a master's degree or an advanced diploma in educational leadership. Hence, these leaders have been empowered to carry out research, reflect on their practices and make informed decisions. Thus, the notion of induction and mentoring is not new for these leaders. There is a concerted need for schools leaders to be more proactive in seeking ways to upgrade the quality of teaching and learning in their schools. This should begin with induction of new teachers to help them to become enthusiastic and expert teachers in their field. The officials and policy makers in the Ministry of Education need to articulate their vision and expectations of their school leaders' role in the induction and mentoring process clearly. They also need to engage their collaboration in developing a national policy on induction, which will lead to schools

developing their own induction policy, contextualised to their own schools' needs, but in keeping with the national vision of induction.

A centralised induction policy in the Seychelles will be beneficial in several ways; it will be cost effective in its implementation and in setting up a culture of learning, with the potential for professionals to learn from each other, providing that they are directly involved in its design and implementation. A complementary decentralised school-based induction model could provide many positive benefits for schools. This could promote a culture of ownership where the main vision of the school would be to improve the students' performance and all teachers, especially the experienced ones, would be willing to support the novice teachers and learn new strategies from them too. Furthermore, the school leaders should view themselves as instructional leaders, (Poplin; 1992, Sergiovanni; 1990, Angelle; 2006) who can model good practice and eventually transform their school into learning communities. Thus, an induction model for the Seychelles should be multi-faceted, incorporating a national strategy and professional and school-based dimensions (see Figure 11.1 on page 316).

The proposed induction model is multilevel and includes three main elements; a centralised national policy on induction for teachers, school-based induction policies, and continuing professional development for

school leaders, mentors and teachers. The education authority will be responsible for the design, implementation, funding and monitoring of a National Induction Policy for beginning teachers. The education authority will work closely with schools, staff from the human resource department, and the University of Seychelles (UniSey), to ensure that school leaders, teachers and teacher trainers are involved in design, implementation, and monitoring of the policy. This policy will lead to guidelines on the quality of teachers expected to work in the schools and the type of support necessary for them to develop their expertise. Moreover, capacity building for all stakeholders in policy design and implementation should be made available.

The induction will be a combination of the member model indicated by the education authority at the pivotal point of the triangle, the school –level models of induction indicated by schools on the left hand side of the triangle, and the UniSey on the right. The UniSey is represented as it is the only institution offering teacher training in the Seychelles and thus has an important role to play in teacher training and in providing in-service training for school leaders and teachers.

The member model will lead to the proposed policy discussed above, followed by school-based induction policies and programmes consistent

with national policy. The school-based induction programmes will depict where head teachers, middle managers and teachers will develop their unique schools' induction programmes. The UniSey will play an important role in providing continuing professional development for all stakeholders; in training them on formulation of policy, the role of documentation and record keeping. These will enable the leaders to design effective informed policies and be engaged in its implementation and evaluation. Thus, once trained, the school leaders will have a clear understanding of induction and their roles as implementers' of such programmes.

The University of Seychelles can contribute also in the training of mentors for both initial teacher education and beginning teachers. As a small-island developing state, Seychelles will benefit from having such multi-skilled personnel. Mentors can be subject leaders and experienced teachers but careful selection of mentors, and matching them with mentees, is required. Moreover, the findings revealed that beginning teachers face problems, such as instructional competence, classroom management, and record keeping. It would be helpful if these new teachers meet once a term as a group where they can be engaged in discussion with others and undertake action research. In addition, continuing professional development of teachers can be in the form of teacher interaction, where teachers in the schools open their classroom to other teachers. This will lead to a culture of team

planning, peer observation, professional dialogue and demonstration of good teaching, which might otherwise go unnoticed.

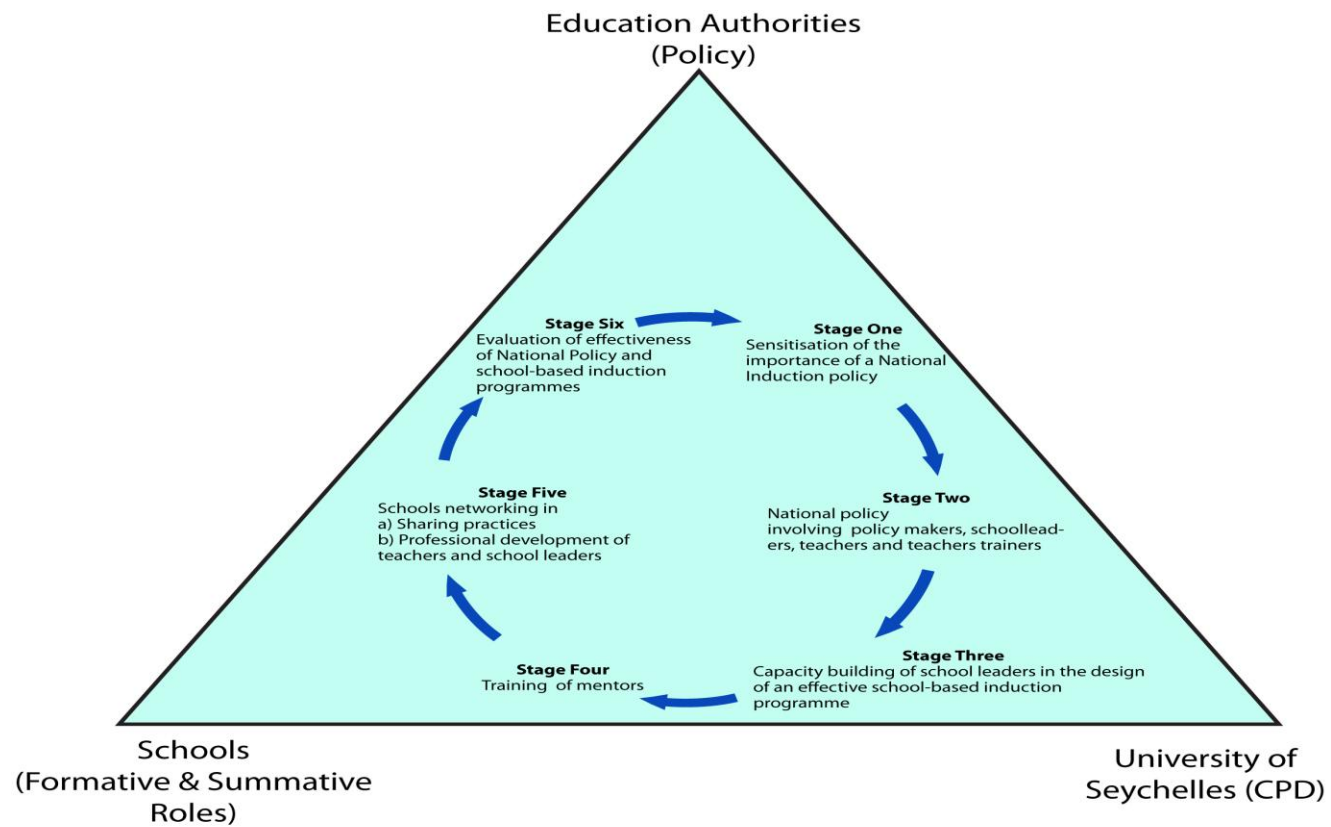


Figure 11: Induction Model for the Seychelles Education System

The proposed induction strategy for the Seychelles Education system is a cyclical one. The solid arrows in Figure 11.1 indicate the strong commitment needed by government stakeholders, namely the Ministry of Education, and the Ministry of Finance. These two ministries have key roles to play in the capacity building of the teachers, in providing the capital needed to sustain development of the induction process, and in the retention of teachers.

Stage One: The aim of the strategy is to sensitise all government stakeholders involved in education, as they have a direct role in the financing and capacity building of teachers. Once approval and funding, which might be needed to pay professionals involved in devising the National Policy, have been sought, the second stage can begin.

Stage Two: Policy makers in the ministries concerned, school leaders, other stakeholders such as the school council, the teacher council, and teacher trainers (University of Seychelles) meet to discuss the framework of the induction strategy, and to devise and develop the National Policy.

Stage Three: This will involve the capacity building of school leaders in policy writing and empowering them to take the lead with their teachers to design their school-based induction policy in line with the national framework. This stage will involve research and listening to the teachers, as Holmes and Crossley (2004:198) aptly argued;

if educational development is to become more effective in meeting long-term needs, within and beyond small states, the voices of local people, do indeed , deserve to be heard more readily...

Stage Four: When the induction policy has been devised, school leaders, University of Seychelles lecturers, and education officials, can participate in the development and training of mentors. Mentoring is essential and the research has revealed that this process has not been implemented effectively, even though the school leaders received training.

Stage Five: This involves professional development sessions where schools can network in clusters nationally, or within regions, involving teachers, school leaders, mentors and NQTs to share their induction practices and be involved in research at school level.

Stage Six: This involves research aiming at evaluating the effectiveness of both the national and school-based induction policies. Stage six is crucial to establish whether the induction policies are effective or not. This stage is a key element in the process so that the research findings can be used by policymakers and other stakeholders to revise the policy, hence making it evidence-based. This will contribute significantly to the knowledge on induction practices in SIDS and the global community.

The induction strategy in the Seychelles, as in other small island states, should be cyclical because it can provide the policy makers with the leeway to adjust any actions which might not be progressing well and ensure the

need to revise and evaluate the actions periodically. This strategy is derived from the analysis of induction models studied in Europe, Asia, and the USA, (McCormack and Thomas, 2003; Wong et al., 2005; Draper et al., 2004, Jones, 2002; Britton et al. 2006), where the induction process is a national concern. This model is an indication of a strategy that could be reviewed, and not remain static, with regular consultations, leading to amendments, as necessary, to set up the induction programme effectively.

Recommendations

The main recommendation is that Ministry of Education policy makers should embark on a collaborative process, leading to a national policy on induction. This policy will serve as a guideline to enable all school leaders to understand what an induction programme entails and its significance to bringing about quality education in the schools of Seychelles. Furthermore, it will serve as a means of encouraging people to join and remain in the teaching profession, and for students to benefit from quality teaching and learning. The following detailed suggestions link to the main recommendation above:

1. The findings from this research should be used by the policymakers in the Ministry of Education as a benchmark to evaluate the induction process in the Seychelles schools;

2. Policy makers should engage in professional dialogue with school leaders and new teachers to discern how the induction programmes are being implemented in schools. The policy makers' lack of information was apparent from the research and can be attributed to the absence of any previous evaluation and the lack of a formal policy on induction.
3. Policy makers should make informed judgements when reviewing the induction programme in Seychelles;
4. A national policy on teacher induction should be drafted and communicated to all stakeholders before its implementation. The research showed that the absence of a formal policy contributed to uneven implementation of teacher induction in the schools of Seychelles.
5. There should be capacity building for school leaders on induction and mentoring so that they can develop effective induction and mentoring programmes in their schools. This need was evident from all three case studies;
6. Schools' senior management (including heads) should take an active role in the induction and mentoring process in their schools;
7. The School of Education in the University of Seychelles should take the lead in inducting NQTs and supporting them in their instructional practices;

8. There is a need for the development of learning communities, where teachers collaborate and learn from each other, either in their schools or regionally. The author's research findings show that new teachers do not have many opportunities to be engaged in pedagogical discussion or in observation of their colleagues' practice in their schools;
9. The School of Education in the University of Seychelles and schools should collaborate in research on the effectiveness of new teachers;
10. The School of Education in the University of Seychelles should collaborate with schools and participate in their induction and mentoring programmes.

The Ministry of Education should see the urgency in utilizing research findings on induction and mentoring to develop a national policy. Furthermore, the involvement of all stakeholders should ensure the institutionalisation of good practice in the schools of Seychelles, while providing a model for other small island developing states seeking to address this issue.

Overview

Induction in the schools of Seychelles needs to be formalised through a national policy. The research has indicated that, due to the size and

economic limitations of the country, a member model of induction (Moskovitz and Stephens, 1997), through a centralised national strategy, would be the best option. A national induction policy will enable schools to formalise the process, lead to capacity building of the school leaders in designing their own school-based policy suitable for their unique contexts, implementing it and carrying out research, thus improving the quality of the process. Furthermore, new teachers entering the profession would be supported effectively, thus enhancing the prospect of quality teaching and learning. Moreover, veteran and experienced teachers would be recognised for their expertise, while supporting and mentoring novice teachers, thus encouraging the practice of lifelong learning for all teachers in the schools of the Seychelles.

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Appendices

Appendix 1 (a) – Piloted Version of the Questionnaire

Appendix 1 (b) – Administered Version of the Questionnaire

Appendix 2 (a) - Piloted version of interview schedules for Headteachers
and middle managers

Appendix 2 (b) – Revised version of interview schedules for Headteachers
and middle managers

Appendix 3 – Interview schedules for Ministry officials

Appendix 4 - Interview schedules for Newly Qualified Teachers

Appendix 5 – Checklist for documentary analysis

Appendix 1 (a) – Piloted version

Questionnaire for Newly Qualified Teachers including returning graduates.

Please tick the appropriate box which indicates the school you are currently teaching in.

1. a) Primary ☐

Cycle

1. b) Secondary ☐

Subject

Please tick the appropriate box which indicates your teaching status:

2. a) local NIE graduate with Diploma 2 or equivalent ☐

2.b) graduate with a B.Ed ☐

Please indicate the year you graduated with the highest qualification.

Please tick the box which indicates your view

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly Agree

| | | 1 Strongly disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|----------|--|------------------------------------|-----------------------|--------------------|---------------------------------|
| | <u>Induction</u> | | | | |
| 3 | The head teacher greeted me on my first day at school | | | | |
| 4 | The head teacher was the one responsible to clarify my roles | | | | |
| 5 | The head teacher was clear in providing his/her and the schools expectations to me at the beginning of the school term | | | | |
| 6 | During the first few weeks the school organised an induction session which consisted of: a) a tour of the school | | | | |
| | b) introduction to school policies | | | | |

| | | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|-----------|--|------------------------------------|-----------------------|--------------------|---------------------------------|
| | c) a meeting with someone assigned to support me throughout the first year of teaching | | | | |
| 7 | The school has a formal system of induction. | | | | |
| 8 | <u>Culture (school)</u> Teachers in my school usually work | | | | |
| | f) in isolation without interacting with others | | | | |
| | g) in teams in their given cycle only | | | | |
| | c) in collaboration on a voluntary basis without direction from management | | | | |
| | d) in collaboration only when given tasks by management | | | | |
| 9 | The leadership culture in my school may be described as strict | | | | |
| 10 | The leadership culture in my school may be described as flexible | | | | |
| 11 | The leadership culture in my school may be described as laissez-faire | | | | |

| | | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|-----------|--|------------------------------------|-----------------------|--------------------|---------------------------------|
| 12 | My headteacher is very supportive to new teachers | | | | |
| 13 | New teachers are supported in areas of a)teaching all ability students | | | | |
| | b) planning and preparation of lessons | | | | |
| | c) extra curriculum activities | | | | |
| | d)materials or resources building | | | | |
| 14 | <u>Culture / Socialisation/ Support</u> Members of staff in my Department or cycle a) were willing to share their resources with me | | | | |
| | b) help me plan my lessons | | | | |
| | c) observed me in my class | | | | |
| | d) provide constructive criticisms in order to help me improve | | | | |

| | | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|-----------|--|--|-----------------------------|--------------------------|---|
| 15 | When I experienced problem with the delivery of my lessons, I consulted a) my subject coordinator/HoD <i>(delete as necessary)</i> | | | | |
| | b) a more experienced teacher in my cycle/department <i>(delete as necessary)</i> | | | | |
| | c) a more experienced teacher in the staff room | | | | |
| | d)) an older teacher in my department/cycle <i>(delete as necessary)</i> | | | | |
| | e) A teacher teaching a couple of years or more than me | | | | |
| | f) a teacher in another cycle/department <i>(delete as necessary)</i> | | | | |
| | h) a newly qualified teacher like me | | | | |

| | | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|-----------|---|------------------------------------|-----------------------|--------------------|---------------------------------|
| 16 | New teachers are provided with support at school level which helps them settle down quickly in their job. | | | | |
| 17 | New teachers are given a full teaching load upon their 1 st year of teaching | | | | |
| 18 | <u>Classroom observation</u> (a) I was able to observe more experienced teachers teaching in their classroom. | | | | |
| | (b) I was able to observe my HoD / subject coordinator teaching in their classroom | | | | |
| 19 | <u>Training given by HE institution</u> The training received has equipped me with skills needed to cope effectively in my teaching | | | | |
| 20 | <u>Professional Development</u> Newly qualified teachers need to develop professionally though they have graduated recently | | | | |

| | | 1 Strongly disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|-----------|--|------------------------------------|-----------------------|--------------------|---------------------------------|
| 21 | <p><u>Satisfiers of new teachers</u></p> <p>Areas which provide me with satisfaction during my first year of teaching are:</p> <p>d) the level of respect and support provided by the staff</p> | | | | |
| | e) developing a rapport with the students at the school | | | | |
| | f) effective leadership from the Headteacher and other members of the school management team | | | | |
| | g) opportunities for professional growth | | | | |
| | a) resources available for use | | | | |
| | b) OTHER [PLEASE STATE] | | | | |
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| | | 1 Strongly disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|-----------|---|------------------------------------|-----------------------|--------------------|---------------------------------|
| 22 | <u>Dissatisfiers of new teachers</u> | | | | |
| | Areas which made me feel dissatisfied during my first year of teaching are: | | | | |
| | a) problems associated with classroom management | | | | |
| | b) being given the most difficult classes to teach | | | | |
| | c) inconsistent school management procedures to deal with discipline problems | | | | |
| | d). inability to deal with parents | | | | |
| | e) OTHER [PLEASE STATE] | | | | |
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You have reached the end of this questionnaire. Please ensure that you have answered all the questions.

Thank you very much for your time and co-operation.

Appendix 1 (b) –Administered version

Questionnaire for Newly Qualified Teachers including returning graduates.

Please tick the appropriate boxes which indicate the level, cycle and or subject you teach.

1. a) Primary ☐

Cycle

1. b) Secondary ☐

Subject

Please tick the appropriate box which indicates your teaching status:

2. a) local NIE graduate with Diploma 2 or equivalent ☐

2. b) graduate with a B.Ed ☐

Please indicate the year you graduated with the highest qualification.

Please tick the box which indicates your view

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly Agree

| | | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|----------|--|------------------------------------|-----------------------|--------------------|---------------------------------|
| | <u>Induction</u> | | | | |
| 3 | The head teacher greeted me on my first day at school | | | | |
| 4 | The head teacher was the one responsible to clarify my roles | | | | |
| 5 | The head teacher was clear in providing his/her and the schools expectations to me at the beginning of the school term | | | | |

| | | 1 Strongly disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|----------|--|------------------------------------|-----------------------|--------------------|---------------------------------|
| 6 | During the first few weeks the school organised an induction session which consisted of: | | | | |
| | a) a tour of the school | | | | |
| | b) introduction to school policies | | | | |
| | c) a session with members of the senior Management Team | | | | |
| | d) a meeting with someone assigned to support me throughout the first year of teaching | | | | |
| 7 | The school has a formal system of induction. | | | | |

| | | 1 Strongly disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|-----------|--|------------------------------------|-----------------------|--------------------|---------------------------------|
| 8 | <u>Culture (school)</u> Teachers in my school usually work | | | | |
| | a) in isolation without interacting with others | | | | |
| | b) in teams in their given cycle only | | | | |
| | c) in collaboration on a voluntary basis without direction from management | | | | |
| | d) in collaboration only when given tasks by management | | | | |
| 9 | The leadership culture in my school may be described as strict | | | | |
| 10 | The leadership culture in my school may be described as flexible | | | | |

| | | 1 Strongly disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|-----------|---|--|-----------------------------|--------------------------|---|
| 11 | The leadership culture in my school may be described as laissez-faire | | | | |
| 12 | My head teacher is very supportive to new teachers | | | | |
| 13 | New teachers are supported in areas of | | | | |
| | a)teaching all ability students | | | | |
| | b) planning and preparation of lessons | | | | |
| | c) extra curriculum activities | | | | |
| 14 | d)materials or resources building | | | | |
| | <u>Culture / Socialisation/ Support</u> | | | | |
| | Members of staff in my Department or cycle | | | | |
| | a) were willing to share their resources with me | | | | |
| | b) help me plan my lessons | | | | |
| | c) observed me in my class | | | | |
| | d) provide constructive criticisms in order to help me improve | | | | |

| | | 1 Strongly Disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|-----------|--|--|-----------------------------|--------------------------|---|
| 15 | When I experienced problem with the delivery of my lessons, I consulted a) my subject coordinator/HoD <i>(delete as necessary)</i> | | | | |
| | b) a more experienced teacher in my cycle/department <i>(delete as necessary)</i> | | | | |
| | c) a more experienced teacher in the staff room | | | | |
| | d) an older teacher in my department/cycle <i>(delete as necessary)</i> | | | | |
| | e) A teacher teaching a couple of years or more than me | | | | |
| | f) a teacher in another cycle/department <i>(delete as necessary)</i> | | | | |
| | g) a newly qualified teacher like me | | | | |

| | | 1 Strongly disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|-----------|---|--|-----------------------------|--------------------------|---|
| 16 | New teachers are provided with support at school level which helps them settle down quickly in their job. | | | | |
| 17 | New teachers are given a full teaching load upon their 1 st year of teaching | | | | |
| 18 | <u>Classroom observation</u> a) I was able to observe more experienced teachers teaching in their classroom. | | | | |
| | b) I was able to observe my HoD / subject coordinator teaching in their classroom | | | | |
| 19 | <u>Training given by HE institution</u> The training received has equipped me with skills needed to cope effectively in my teaching | | | | |
| 20 | <u>Professional Development</u> Newly qualified teachers need to develop professionally even though they have graduated recently | | | | |

| | | 1 Strongly disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|-----------|--|--|-----------------------------|--------------------------|---|
| 21 | <p><u>Satisfiers of new teachers</u></p> <p>Areas which provide me with satisfaction during my first year of teaching are:</p> <p>a) the level of respect provided by the staff</p> | | | | |
| | b) the level of support provided by the staff | | | | |
| | c) developing a rapport with the students at the school | | | | |
| | d) effective leadership from the Headteacher and other members of the school management team | | | | |
| | e) opportunities for professional growth | | | | |
| | f) resources available for use | | | | |
| | g) support from teachers within the department | | | | |
| | h) the degree I have matured professionally as a new teacher | | | | |

| | | 1 Strongly disagree | 2 Disagree | 3 Agree | 4 Strongly Agree |
|-----------|---|--|-----------------------------|--------------------------|---|
| 22 | <u>Dissatisfiers of new teachers</u> | | | | |
| | Areas which made me feel dissatisfied during my first year of teaching are: | | | | |
| | a) problems associated with classroom management | | | | |
| | b) being given the most difficult classes to teach | | | | |
| | c) inconsistent school management procedures to deal with discipline problems | | | | |
| | d). inability to deal with parents | | | | |
| | e). favouritism by the headteacher | | | | |
| | f). that some experienced teachers lack motivation | | | | |
| | g). that some experienced teachers do not appreciate new ideas | | | | |

You have reached the end of this questionnaire. Please ensure that you have answered all the questions.

Thank you very much for your time and co-operation.

Appendix 2(a) – Piloted version

Interview schedule for Head teacher – large school

- a) How do you welcome new members of staff?
- b) What do you understand by ‘induction of teachers’?
- c) What do you understand by ‘mentoring of teachers’?
- d) Have you had any training in induction?
 - 1. When, was the training and what was the duration of the training?
 - 2. To what extent have you benefited from such training?
- e) Have you had any training in mentoring?
 - a. When, was the training and what was the duration of the training?
 - b) To what extent have you benefited from such training?
- f) Are there any newly qualified teachers in your school?

- g) What challenge (s) do you face when you receive NQTs in your school?
- h) Do you have a policy or guidelines in regards the induction of
 - a) newly qualified teachers?
 - b) experienced teachers coming to your school?
- i) How are these NQTs supported during their first year of teaching?
 - a) The first term?
 - b) The second term?
 - c) The third term?
- j) Were there any sessions held at school level to help NQTs cope with difficulties they face (e.g. through PD sessions)?
- k) What are your training needs in needs in regards to
 - a) induction and
 - b) mentoring of newly qualified teachers?

Appendix 2 (b)

Revised version of Interview schedule for Headteachers and Middle managers

- a) How do you welcome new members of staff?
- b) What do you understand by ‘induction of teachers’?
- c) What do you understand by ‘mentoring of teachers’?
- d) Have you had any training in induction?
 - (i) If yes, when, was the training and what was the duration of the training?
 - (ii) To what extent have you benefited from such training?
- e) Have you had any training in mentoring?
 - a. If yes, when, was the training and what was the duration of the training?
 - b. To what extent have you benefited from such training?
- f) Are there any newly qualified teachers in your school?

g) What challenge (s) do you face when you receive NQTs in your school?

h) Are there any policies or guidelines in regards to induction?

i) How are these newly qualified teachers integrated into school life?

j) How are these NQTs supported during their first year of teaching?

k) Were there any sessions held at school level to help NQTs cope with difficulties they face (e.g. through PD sessions)?

L) What are your training needs in needs in regards to

(a induction and

(b) mentoring of newly qualified teachers?

Appendix 3

Interview schedule for Ministry Officials: D-Schools: /Early childhood / Primary / Secondary /D- Administration / DG- Schools / TFE

1. What role do you play in regards to recruiting newly qualified teachers?
2. How is the induction process carried out?
3. Who is/are responsible for the induction process at the Ministry level?
4. Who is / are responsible for the induction process at school level?
5. Are there any policies/guidelines in regards to induction? If so, what are they?

6. Has there been any research, conducted about the teacher induction programme? **(If yes, are there any documents available? Where are they situated?)**
7. Are there follow ups or post-induction support later on to check how these teachers have adapted /integrated in their place of work? **(How is it done?)**
8. Who is responsible for supporting NQTS facing difficulties?
 - a) at school level
 - b) at ministry level?
9. How is the support person chosen?
- 10) Does induction of NQTs feature in the Ministry's Development Plan? If so, in what way(s)?
- 11) Do you anticipate any changes to the induction process of NQTs in the future? If so, what changes?

Appendix 4

Interview schedule for Newly Qualified Teachers

1) How long have you been in this school?

(if the respondent has transferred the interviewer will go through this schedule and get the respondent to make a comparison)

2) Were you welcomed or inducted into the teaching profession? If so, how?

3) Were you welcomed or inducted in this school? If so, how?

4) How did you get to know the school's procedures?

- a) school policies
- b) record keeping
- c) development plan
- d) school rules and regulations
- e) duties (during break /lunch time)
- f) staff movement etc...

5) Did you face difficulties when you started teaching? If so, please specify.

6) Was there someone you could approach to help you deal with problems? If 'yes', who was this person and how did s/he help?

7) How did you know that / these person(s) would be willing to help?

8) How would you describe the working environment especially in regards to your colleagues?

(Prompts: Are they helpful towards each other, do they like to work in isolation, are there small groups or cliques, do they work together only when told to do so by management, or do they welcome new teachers easily).

9) What were the main difficulties you faced within

1. The first term of your teaching career?

2. The second term?

3. The third term?

10) How did you cope with these difficulties?

11) Were there any sessions held at school level to help NQTs cope with difficulties they face

(e.g. through PD sessions?)

12) Looking back at the one/two years spent in teaching how do you view your

a) Induction in the school?

b) Mentoring (or support) provided to you?

13) Have you gained professionally?

a) academically through subject development?

b) practically in your teaching?

14) Looking back at the years spent at NIE,

- a) What were the strong points of your training? (modules more effective in current teaching) Why?
- b) In which areas do you think there is a need to review the NIE programme? (modules ineffective in current teaching.) Why?

15. Do you have any suggestions for the improvement of NQTs’

- a) Entrance to teacher training,
- b) Induction in schools
- c) Teaching in general?

Appendix 5

DOCUMENTARY ANALYSIS – checklist

| Date | Author | Publication date | Publisher | Title | Type of document | Contents | Comments |
|------|--------|---------------------|-----------|-------|---------------------|----------|----------|
| | | | | | | | |

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